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TRAINING THE MEMORY

BOOK TWO

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MILLER'S MIND TRAINING for CHILDREN

A Practical Training for Successful Living

Educational Games that Train the Senses

WILLIAM E. MILLER
AUTHOR AND PUBLISHER
Alhambra, California.

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BY
WILLIAM E. MILLER
ALHAMBRA, CALIFORNIA

AUTHOR OF
The Natural Method of Memory Training

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TRAINING THE MEMORY

The memory is the most used of all the faculties, therefore it is very important that it should have special attention and training. Almost every exercise in the First Book, while developing the other faculties, used the memory in some manner. It is necessary for the success of most mental operations. Memory influences thought, and contributes to character development.

A good memory is the greatest aid to the student at any age. Lack of knowledge of how to use and improve the memory has been a great handicap in the life of most of us. It is no longer necessary for your children to be continuously dependent upon the operation of the memory, without knowing how to properly use it. From this book you will get a practical understanding of how to develop this faculty for them.

The young child has little conception of the importance of Memory. Do not use your time trying to impress the value of memory upon him, but rather in helping him to do the things which will result in the development of this faculty. By training the child's memory you can endow him with the knowl-

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edge and capacity which will be an ever increasing source of profit, and for which he will never cease to thank you.

To start your children in life with a trained and dependable memory is a greater endowment than a perfunctory education or even a fortune.

This is not only your privilege but your duty. The decision to do so must be yours. At first the principal effort and persistence must come from you. Follow carefully the instructions of this book and you will have no difficulty in accomplishing this desirable result.

First read the entire book, then apply the ideas and exercises according to the age of the child. Let the children advance as rapidly as they can master the work. Do not over urge them, or make the work tedious. Above all, see that the children understand the principles and apply them to all of their activities.

Memory is largely a habit. See to it that your children acquire this habit early.

Let your effort be continuous and not spasmodic. Ten minutes a day is far better than an hour once a week.

Memory Most Valuable Faculty

The development resulting from use of the games and exercises of the first book has already influenced the memory faculty of the child. The facul-

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ties of visualization, observation, attention and concentration, all contribute to the proper operation of this faculty. They are the tools with which the desired result can be accomplished. It is of greatest importance that these tools be sharpened and tempered by use of the exercises given in Book One. It is now important that you know and understand the principles and methods of memory operation. Study this book with your children, if they are old enough to understand it.

For smaller children follow the plan of making the instructions into stories, and the exercises into games. Encourage the children in making the effort necessary for improvement and to expect a great deal of themselves.

The story of the success of great leaders of present day business and industrial life reveals the fact that they had an unusually retentive memory. That their minds were great storehouses of facts and figures regarding their business.

Others who had worked along with them for years, but were not able to absorb and retain the knowledge, could not progress as fast or as far. All have the natural endowment of a good, dependable memory and all have the faculties, which, if properly trained, will result in conscious ability to use the memory for all the needs of successful living.

Your memory is your ability to make an impression upon your brain which you can recall at will.

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This involves two mental processes; first, the making of an impression upon the brain; second, the ability to recall it at will. The problem of memory is to know how to accomplish these two things and to be able to produce the result easily and quickly.

Five groups of nerves connect the brain with the outside world, these are the five senses. They are the avenues of approach over which all impressions or sensations are conducted to the brain.

The ease with which any impression can be recalled will depend, — first, upon how strongly it is made.

Your senses are unequal in their ability to impress the brain. Some make stronger impressions than others, not so much because of the thing to be impressed, but because of the natural unequal strength of the groups of nerves. All experience or knowledge that makes a strong, definite impression is more easily recalled than in those cases where the impression is less distinct.

Nature has endowed one of the senses with a peculiar ability to make impressions upon the brain which are many times stronger than those made by any of the others. To learn to properly use this one sense is the greatest aid to memory improvement.

The Strongest Sense Is Sight

The nerves connecting the eye with the brain are many times larger than the nerves of any of the other sense organs and can make an impression

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which is many times stronger than the impression made by any of the others. Without your conscious knowledge this fact has been operating all your life. The things which you have seen are the things which you have most easily remembered. For this reason the memory of your youth consists principally of things which you saw, or impressions made upon your brain by the use of your eye.

Prove this fact; recall some of your earliest recollections; how did your brain accept these impressions? Was it through feeling, hearing, or through seeing? It is an eye impression and is recalled in your mind as a picture. You will find that most of the past which you can remember is based upon the visual impression. The poet says, "How dear to my heart are the scenes of my childhood." The scenes of childhood are the memory of childhood.

"Travel is the greatest of educators." Why? One reason is because you are gathering a group of eye impressions which are the most lasting. One psychologist defines memory, "as the act of recalling the picture of a past experience." The fact that the visual memory is most lasting has been known for generations, but we have failed to take proper advantage of the fact. In making a comparison of the eye and ear impressions upon the brain Robert Mudie wrote in 1832: "That which is told us we may forget because of the weakness of the impressions made, but that which we see with our own eye is proof against accident, against time and forgetfulness."

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Visual Impressions Most Accurate

Besides being the strongest of all the senses, sight is the most accurate. Psychological tests have shown the eye to be mistaken only eighteen per cent of the time, and the ear, which is the second sense in strength, is mistaken thirty-four per cent. Note that your sense of sight is especially endowed with the power to make the strongest, and at the same time, the most accurate impression upon your brain. The first step in memory improvement is to learn the proper use of this sense in impressing upon the brain those things which you wish to recall.

For the purposes of memory, to see a thing once is equal to having repeated it eighteen or twenty times.

Nature's Special Memory Endowment

We have a secondary or additional faculty which we call the mind's eye. You can close your eyes and see many familiar scenes or you can combine parts of these into new pictures that have never existed in fact. This process of visualization produces the strongest impression upon the brain that you are able to make.

The greatest step in the improvement of the memory is reached when the child realizes the value of this visual impression and is conscious of just how to use it.

A Memory Picture

Become familiar with the mind's eye picture and realize its value in memory, then follow the exer-

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cises given here until you are able to use it correctly for memory purposes. For practice visualize a House, use one that is familiar to you, see it as clearly as possible. Build a clear, definite picture as an artist would, first the outline, then add the detail, see the slope of the roof, the chimney, the gables, then see the shingles and the cracks between them, the bricks in the chimney and the plaster veins between.

The more distinctly you can see this object, the stronger the impression upon the brain—the longer it will last and the easier it will be to recall it.

The use of the exercises on Visualization in Book One will make it possible for you to build at once a clear picture of the House. If you have any difficulty in doing this, follow the instructions for drawing the outline and other suggestions given for the development of the faculty of visualization as they are found in the first book.

The Visual Impression Strengthened

To remember you must be able to make an impression upon the brain which you can recall at will. This simple impression of the House may not be recalled as easily as you wish, but there are three simple and natural operations of the mind by the use of which you can strengthen this impression to any degree necessary. By their use you can learn

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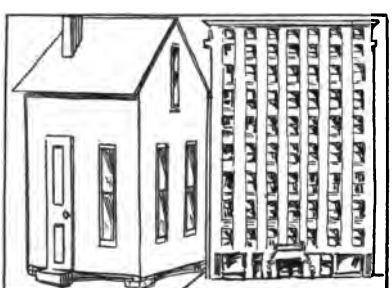
to make an impression that is strong enough to be recalled at will.

The First Aid—Exaggeration

A large object makes a stronger impression upon your mind than a small one, a twenty-story building attracts your attention and impresses you more than a two-story one. Things which you see exaggerated out of their normal proportions make an unusually strong picture upon your brain. The House, which you have seen standing in the yard is small; if you wish to increase the strength of the impression, exaggerate the size of the house and see it as large as a ten-story building. The only limit to the size to which you can exaggerate the object is the limitation of your imagination. You can in this way strengthen the picture until the impression is strong enough to be recalled when needed.



Others Make You Remember

This idea of exaggeration is not new or unusual. There are two professions whose business it is to make us remember and they use this principle in doing it. They are the advertiser and the cartoonist. You have seen this same exaggeration of proportion

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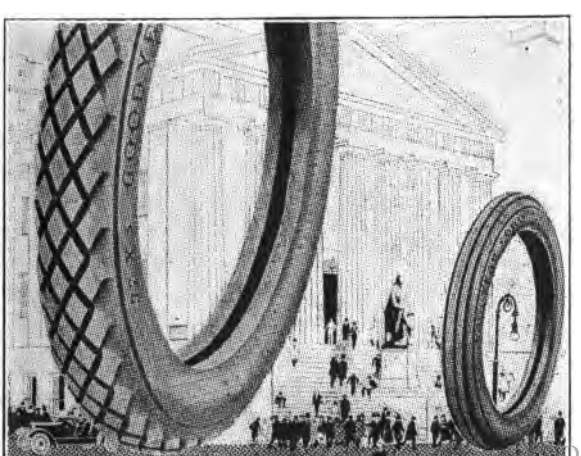
in nearly every cartoon, but you think nothing of it. The cartoonist, however, knows that he can make a stronger impression upon your mind by its use. You remember the cartoon longer and recall it more easily than most anything you read.

One of the largest advertising companies of the country makes the statement, "A picture is worth a thousand words when it comes to making the public remember." Some of the most successful advertising campaigns have been largely confined to pictures. Almost without exception pictures drawn for advertising purposes take advantage of this principle and strongly exaggerate the proportions. You have seen this in the pictures used by the Goodyear Tire Company, the Bell Telephone Company, and many others. It is illustrated in the picture given here.

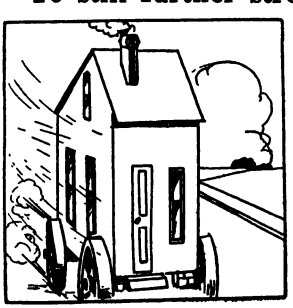


The Second Aid—Motion

You often pass a thing that is motionless without notice, but if it moves it attracts your attention. While walking down the city street you pay little attention to the show windows, but if there is something moving in one you will stop to notice it. The sidewalk will even be blocked by the simple motion of some thing in the display. This is the use of motion to impel your attention. If you are in a crowd and see a friend whose attention you wish to attract, you wave your hand or handkerchief. Children like to see "the wheels go 'round," and we never lose the fascination which motion has for us. A person lacking in the power of concentration will fix his closest attention upon the moving picture or object.

Just as the motion picture is more attractive than the old style stereopticon, so motion introduced into the visual pictures for memory purposes will increase the impression upon the brain and increase your ability to recall it.

To still further strengthen the impression of the House, see it in motion instead of standing still. See it on wheels moving down the street or blown from the foundation by a strong wind. The farther you see the object move, or the more rapid the motion, the stronger the impression.



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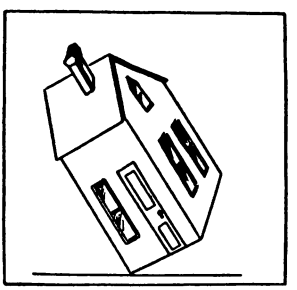
Third Aid—Unusual Associations

When you go home in the evening the first thing mentioned is the unusual happening of the day. Those things which have been most out of the ordinary are the first mentioned in your conversation. If some very unusual circumstance has thrust itself upon those at home, they will rush out to meet you, to tell you perhaps that "The cat devoured the canary." All unusual circumstances impress the mind in such a manner that they are very easily recalled. To see the House balanced on one corner instead of in its usual position upon the foundation, will strengthen the impression of the picture already made. Take advantage of this natural fact and when you wish to remember make the picture an unusual one, even make it grotesque or ludicrous.



There is no limit to the degree in which you can use these three natural mental operations. Your exaggeration of a pin can make it appear the size of a pencil or a telephone pole, or as tall as a twenty-story building. You can see it move a foot or two or swinging in a pendulum-like rhythm or dancing upon a hill.

Thus the use of these three principles makes it possible for you to place upon your brain an impression of whatever strength you choose. If the first

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one is not recalled readily you know how to make a stronger one. Simply exaggerate the size, move it farther or more rapidly and in a more unusual or ludicrous manner.

Value of Improved Imagination

The unusualness of this picture is dependent upon your imagination. This idea of picture making for memory purposes is two-fold in its value. It results in a better memory and strengthens the productive imagination. The exercises in Book One will help you to use your imagination for these memory pictures, and making them is one of the best exercises for the development of the imagination.

Practice Makes Perfect

You now know how to make a strong impression upon your brain. This has proven to be the most valuable aid to a better memory. Thousands of successful men have learned to use it practically in their work. It is the greatest aid to students in assimilating and recalling their studies.

You have the knowledge, but to be of value you must practice with it sufficiently to prove its usefulness and to learn to apply it accurately. This practice can be gained in a variety of ways; the essential thing is that you train yourself to make strong visual impressions upon your brain, to see the pictures clearly and to know that you are recalling them accurately. For practice let us use a list of common objects.

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In order to recall a list of objects or a series of any kind, instead of making separate pictures of the objects, combine two in each impression. If you will follow the method used in making the following Memory Pictures you will find that it will enable you to recall the objects at will. We will use a list of objects that have no natural associations, that you could not easily remember by any other method, yet when you use this visual process the matter is a simple one.

First Picture Association

The first word of the list will be the House, the second Clock. We have already made a strong visual impression of the House, by seeing it in an Exaggerated, Moving, Unusual picture. We could make as strong an impression of the Clock in the same way, but to be able to recall the word following House, we must see the two objects together in the same picture. To see a large Clock standing alongside of the House, will make a strong impression. A stronger one may be made by exaggerating the size and proportion of the two objects. To further strengthen it you can use unusual motion, such as balancing a huge Clock on the edge of the House. Now introduce motion, see the Clock topple and roll down the roof and fall to the ground. To get the full value of this impression upon your brain, close your book and see the picture in your mind's eye. If it does not seem distinct close your eyes, or take a pencil and try to draw the picture. This will help you to see

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it more clearly. See the Clock rolling down the roof, see it fall to the ground, make it seem real and as distinct as possible.

Add Flowers to the List

To do this make a large moving picture of Clock and Flowers. See the Clock decorated with flowers and large bunches tied to the end of each of the hands. See them g o i n g around. Add the colors, make all the detail bright, and become interested in the picture. Fix your attention on it as you have learned to do in the first book. Note the changes.

In each of these pictures there are two objects, never more and never less. Do not see the House in this second picture. Always drop the first object when adding a new one.

Memory Pictures Should Always Contain Two Objects.

Flowers and Circus

Continue the list by adding the word Circus. Picture the new word with the last one which was Flowers. Let your imagination see the Flowers playing in the circus tent, see them riding the horses, or have the performers all dressed in flowers; any picture

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clearly visualized and concentrated upon for a moment will produce the desired result.

The length of time that an impression will last, depends first, upon the vividness of your picture.

Circus and Soldier

Add this new word by exaggerated motion picture of the Circus and the Soldier. Make your own picture, see that it is definite and let the mind dwell upon it for a moment.

Soldier and Church

Proceed in the same way as before, but do not go on with the list until you have visualized the picture clearly. A dim picture will not last long and will be recalled with difficulty, if at all.

Church and Rocks

Not stones, but great, rough, rugged rocks piled high. See them clearly, let them fall on the Church and damage it. When recalling your pictures you will need to be sure of the object and to recall the exact word. The ability to do this will depend upon the vividness and definiteness of the picture as you see it the first time.

Rocks and Auto

Here is an opportunity to imagine and picture an auto accident. Make your own picture and photograph it upon your mind.

Proceed with a few more pictures, making each

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clear and definite and do not yet attempt to recall them; just visualize each two objects in turn.

Auto and Shoes
Shoes and Dishes

See each two objects in a separate Memory Picture. Now review the list beginning with House and Clock, Clock and Flowers, etc. Let one picture suggest the next in which one object of the preceding picture always appears. Repeat the list slowly, recalling the two objects in each picture. Do this without looking at the list; there are ten separate objects you can check by keeping count.

House and Clock.
Clock and Flowers.
Flowers and Circus.
Circus and Soldier.
Soldier and Church.
Church and Rocks.
Rocks and Auto.
Auto and Shoes.
Shoes and Dishes.

Review the ten pictures until they can be recalled without difficulty, and until all are clear and distinct. Each time you review, see the same picture as originally made, do not change it, except to add more Exaggeration, Motion or Detail each time and make it more distinct and definite. You will have experienced the fact, that in each case where you made and visualized a good picture you remembered the words

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without difficulty. Where the picture is not strong you have trouble in recalling the word. Any picture that can not be recalled easily can be made to do so by adding more of the three elements, Exaggeration, Motion and the Unusual. Take the poorest picture, the one most difficult to recall, exaggerate the size of the objects, or make them move farther or faster, stand them on their heads or do any thing unusual and see how much easier you can recall it the next time.

Two Mental Operations

There are two distinct operations in this method. First the Imagination takes the two objects and determines how they shall be arranged; what they shall do; or how they are to look in the picture. Second, the mind's eye photographs the picture so arranged by the imagination. The impression is made upon the brain when the picture is photographed. You may decide upon a good combination of the objects, but if you do not SEE the picture you will not remember. The impression is made upon the brain when the mind's eye actually sees the picture which your Imagination has constructed. Just as the photographer first arranges his group in the manner that he thinks will make the best effect, then presses the bulb and exposes the plate. If he only arranged the group and did not expose the plate he would have no picture, and so, if you imagine the picture and do not SEE it, you will have poor memory.

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Add to Your List

In the same way form pictures of the following objects. Use your own imagination to bring the objects together into motion pictures. In adding to your list, always begin with the last object and revisualize it with the new object. Thus you will link all together in an endless chain. Make memory pictures of the following:

Dishes and Wagon

Pile the dishes high upon the wagon and see them rattle off and break as the wagon moves. Be a cartoonist, make unusual pictures.

Wagon and Table

Make your own picture, and fix your attention upon it for a moment by seeing the details. What kind of a wagon is it? What color? How drawn?

Table and Carpet

See the color and pattern in the carpet.

Carpet and Fence
Fence and Bread

It will be easier for some to make the Memory Pictures into a story, that is to see the Dishes thrown at the Wagon and fall off onto the Table where they are put into a Carpet and hung up on a Fence, which has a loaf of Bread on the top of a high picket. This story can continue indefinitely, as long as your imagination adds to it. There is a danger, however, in this kind of a picture; it is in the tendency to see more than two objects in each picture. The idea

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may be continuous, the picture must never be. It may be a continuous idea connecting separate and distinct pictures but you must be sure to drop the first object before you add the new one, so that there are but two objects in each. Continue picturing these words in pairs as you did before, using the story idea if it seems easier.

Bread and Walk.
Walk and Lamp.
Lamp and School.
School and Stove.
Stove and Piano.

Now, go back to Dishes and review the pictures, naming both objects in each picture. Can you see each clearly? If not, strengthen the picture, put in more motion, or make it more unusual.

Without the aid of the list go back to the House and recall the entire series from House to Piano. After you have succeeded in this, try to see the series of pictures and speak them as a list, thus, House—Clock—Flowers—Circus—Soldier, etc. Do this a couple of times until it can be done without hesitation.

You Can Reverse the Process

Test the availability of these visual impressions that you have made by starting with the picture of the Piano and follow each picture carefully back to the House. Thus, Piano — Stove — School — Lamp—etc.

You now have a series of twenty unassociated

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words so impressed upon your mind that you can say them forward or backward. You can as easily begin in the middle and go either way, or you can think of any word at random and tell which word precedes it or follows it in the list.

Strong visual impressions properly associated can be recalled at will.

It has taken some time to make and photograph these pictures, practice will soon make the process so easy and natural that the same result can be accomplished in a few seconds. It is not unusual for children, after a little practice, to take a list of twenty words and visualize them in one careful reading, so that they can recall them in any order desired. Practice will do the same for all regardless of how difficult they may find the idea at first. All have the faculties, awaken them and make them serve.

The important thing is not that the child has easily learned a list of words which he can repeat forward or backward, but the fact that he has experienced the memory value of a definite mental operation. The learning of the list is merely the exercise through which the process of visualization is applied to the memory. The child may possess the knowledge, but practice is the only way to make it most useful. This same kind of exercise should be continued and will later lead to many practical applications.

Three Steps Necessary

All educational progress has three steps, To Know;

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To Do; To Be. What a child becomes as he grows to manhood depends upon what he DOES, with what he KNOWS.

Knowing is the first essential, but without the doing there is little result. The purpose of this book is memory development.

The improvement of the memory will depend upon what the child does with the knowledge he receives.

Sharpen the Tools

Your experience has proven that poor, weak impressions are recalled slowly and with difficulty. At the same time when you succeed in recalling a poorly made impression it is indistinct, it lacks that clear definiteness which brings assurance and confidence. To overcome this you need to sharpen the tools with which the impressions are made upon the brain. You cannot expect the best results from untrained senses any more than a carpenter can expect to do a fine quality of work with dull tools.

The senses can be sharpened and improved as you have seen in the First Book, but practice is the whetstone and every stroke will produce its proportionate result; without it you can not expect to become proficient in anything. The methods by which the senses can be trained are suggested in the First Book, and if they have been overlooked, or slighted, you can now see the importance of paying proper attention to them.

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Practice is the motive power which can propel you along the road of progress toward the goal of perfection.

Continue the Memory Pictures

In the same manner in which you learned the first twenty words fix the following in mind. Begin with the last object of the previous list, Piano and add the next one, Spoon.

Now, add to Spoon, Road. See a Spoon with arms and legs running down the Road. Make a real cartoon of it. Continue to picture the words in pairs, always dropping the first when adding a new one. Now take Road and Picture; Picture and Desk; Desk and Window; Window and Apple; Apple and Book; Book and Door; Door and River.

Stop a moment and review these Memory Pictures, first in pairs as Piano and Spoon; then as a list. Now go over the list backwards.

Add more words and be sure you stop each time to see a clear, definite picture. You must fix your attention upon it for a moment, use motion, exaggeration and the unusual.

Picture River and Dress; Dress and Hammer; Hammer and Ball; Ball and Train; Train and Gun; Gun and Moon; Moon and Curtain; Curtain and Pepper; Pepper and Bed; Bed and Scissors.

Review the series as before, those pictures which come slowly should be improved. With the book closed, start with House and repeat the entire list. See each picture clearly before you speak the word,

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even though you may feel sure what the following word is, see the picture first, this will insure accuracy. Then begin with Scissors and go through the series of pictures backwards working your way, picture by picture, back to House. Take time to be accurate, do not try to go rapidly at first. See each picture and try to see it more clearly, adding all the detail you can. Mental exercise is necessary to development. See that you perform this one often and accurately.

Have Learned Forty Words

When the child can say the list he has learned a series of forty words which he can repeat forward and backward. These words are unassociated and would be difficult to learn by the old cumbersome method of repetition. Yet the feat is accomplished easily by the application of these simple and natural principles.

Be Gratified But Not Satisfied

Do not be satisfied that these simple facts, and the use which has been made of them, has proven resultful. Ideas are only of value because of the profit which comes from their continued use. Prove their worth to your utter satisfaction and then by continuous effort make them a part of the mental makeup. Become thoroughly familiar with these principles and see that the child knows just how to proceed in the use of them. Remember it is the visual faculty you are cultivating for great future usefulness, not merely learning a list of words. Review these pic-

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tures many times, use the same ones, do not make new ones.

Avoid the mistake of seeing only one object at a time; always see two, as the House and the Clock, the Clock and the Flowers. This causes one picture to recall the next, because the object appears in two pictures, or is associated with two objects. One by natural mental operations recalls the other.

For further practice and development add to the list of forty words now learned, some of those following, or make a list of your own. Any words will do, picture them two and two and review them after you have added ten or so.

List for Memory Exercise

House	Spoon	Fire	Brush	Pail
Clock	Road	Hose	Salt	Ice
Flowers	Pencil	Box	Paper	Sugar
Circus	Picture	Bridge	Button	Porch
Soldier	Window	Bell	Tooth	Log
Church	Apple	Grass	Sack	Pump
Rocks	Book	Soap	Letter	Rope
Auto	Door	Boat	Ring	Barrel
Shoes	River	Towel	Pipe	Corn
Dishes	Dress	Pins	Street	Board
Wagon	Hammer	Cannon	Spool	Spoon
Table	Ball	Ladder	Penny	Shovel
Carpet	Train	Cotton	Comb	Leaf
Fence	Gun	Bicycle	Umbrella	Shell
Bread	Moon	Ribbon	Chimney	Bank
Walk	Curtain	Coat	Swing	Hat
Lamp	Pepper	Hair	Sled	Cow
School	Bed	Stove	Rake	Bat
Store	Scissors	Bottle	Fish	Tree
Piano	Chair	Pie	Nail	String

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To Develop Definite Pictures

Some persons have difficulty in making their pictures definite enough to avoid confusion between objects of similar shape. Overcome this difficulty by teaching the child a few lists of objects somewhat similar in shape. This will require making clear and definite pictures. The exercise following is a good one for this purpose. Visualize the following list and see to it that the pictures are definite, so that they can be recalled in proper sequence, either forward or backward.

Exercise for definite Visualization

Papa	Girl	Grandpa	Grandma
Boy	Uncle	Sister	Brother
Woman	Mama	Man	

Animal Lists

The same kind of practice can be gotten by the use of lists of animals, and at the same time another result may be attained. The child must learn just what the animal looks like before he can picture it. In learning these animal lists use the dictionary or encyclopedia, or better still, good books on natural history, and show the child the picture of each animal with which he is not familiar. Teach him all that you can regarding each of these different animals. He will then be able to picture them clearly and retain and recall them without difficulty.

Memory Exercise

Dog	Wolf	Mule	Lamb	Lion
Camel	Giraffe	Bear	Alligator	Sheep
Cat	Pony	Deer	Tiger	Colt

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Memory Exercise

Rabbit	Beaver	Frog	Muskrat	Badger
Mouse	Mink	Mole	Chipmunk	Skunk
Squirrel	Rat	Fox	Coyote	Possum

The Law of Association

The first requirement of memory is to make a strong impression upon the brain, and this we have seen is accomplished by visualization. We concentrate the strongest of our senses upon the thing we wish to remember and thus make the strongest impression.

The second necessary step is the ability to recall the impression at will. This is equally important in memory and is made possible by the Law of Association. Prof. Kay states that, "Association is the means by which what is in the memory is recalled and brought again before consciousness."

Things which are impressed upon the mind, or which are active in the mind at the same time, will return together, one will suggest or recall the other. A voice, a sound, a sight will often recall a long train of events. One event will recall another that took place at the same time, or in the same place, or one similar in detail. These associations are easily formed though you may be unconscious of the fact at the time. When one of the associated facts is in your mind it becomes the means by which the other is brought again into your consciousness.

The visual picture is the strongest impression that can be made upon the brain, but to be able to recall a new impression at will, it should be linked or asso-

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ciated with some already familiar picture which is easily recalled, and this will bring the associated impression with it.

In the visual exercise in which a list of words was learned, beginning with House, this principle was used. The strong impression was made upon the brain by seeing the House. You also made a strong impression of the Clock, by seeing it, but in order to remember that the word Clock follows the word House the two were associated together by seeing them in the same picture. This is an example of two things impressed upon the mind at the same time. When you see the House it brings the Clock into mind. If you wish to recall what word follows House see the House, and the picture association will supply the second object.

The use of this Law of Association made it possible for you to recall the list of objects. To be easily available the objects must be linked together as strongly as possible, and this is accomplished by the associated picture.

Association is one of the fundamental laws of mental activity, the use of which is absolutely essential to memory operation. In the pages following you will notice the application of this same principle, always using the visual method because of its unusual strength and accuracy.

Much has been written on the subject and some memory courses dwell on it at great length. There are just two essentials to be always kept in mind:

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First, to be able to recall the new fact at will it must be impressed upon the mind in association with some familiar knowledge that will be easily recalled.

Second, the visual picture is the strongest association, therefore the most lasting and easily remembered and at the same time it can be used for all needs.

This law of association must be used continuously, without it there can be no accumulation of knowledge or memory. Its operation is simple and need not be in the least confusing.

Reminder Pictures

A simple use of the visual memory is to make a picture of the thing which you wish to do, in the place where you wish to be reminded of doing it, called Reminder Pictures. This principle can be applied to errands and to very important ideas. Seeing the thing you wish to do will form the strongest possible impression. By seeing this picture in the place where you wish to be reminded of it, you have associated it in your mind in connection with the thing which is to be used to bring it again into your consciousness.

The latter half of the picture—the place in which you wish to be reminded of it—must be familiar, at the same time a place or object which is going to be physically visible at the time you want to be reminded of doing the errand. This principle can most easily be understood by the use of illustrations which are actual examples of how others have used the idea.

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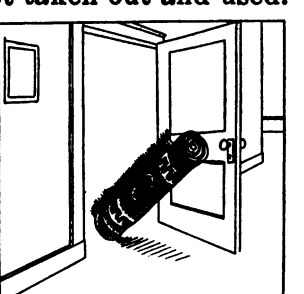
Forming a Health Habit

Believing in the value of a glass of water taken before meals one person made a picture of a large glass of water covering a greater part of the dining table, and when coming to the table he saw himself spill the glass of water. It is essential to have two objects in the picture—one, the thing you wish to be reminded of doing; and the other, a familiar scene which you are going to see at the time. In this case, when the person sees the table, which is half of the picture, it brings back into consciousness the large glass of water. This reminds him of drinking the water before sitting down to the meal.

A lady had been forgetting to get a certain rug which had been put away in a dark closet, and which she feared might be injured by the moths if it was not taken out and used. As is often the case in such circumstances, she thought of this rug many times, but always when it was inconvenient to get it. She made a picture of the door of the closet in which the rug was stored and also of herself passing this door; the door



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flew open and the rug jumped out into the hall at her feet. Later, when she was passing, seeing the closet door it reminded her of the rug and she stopped, opened the door, took out the rug and thus attended to the matter which she had been forgetting.

A business man had been forgetting to telephone an associate. He made a picture of the desk in his office, and when he rolled up the top of the desk the friend jumped out and scared him. This picture was made in the library of his home in the evening. Next morning when he saw the desk the rest of the picture came back to his mind and he took up the telephone and attended to the matter.

These pictures may include more than one object, or even more than one errand. What the average memory needs is a hint to start it on the right track. A husband had been asked, when leaving the house, to order some groceries before going to the train to meet some friends. He made a picture, of his car standing where it would be when he was ready to leave the office, and over the whole car he spread a large beefsteak, on one end of the steak he saw a bag of sugar, on the other end he saw a bag of coffee, then he broke an egg over the whole, for these were the things which he was to order. When he came from his office, seeing the car, a part of the picture, it reminded him of the groceries, and he easily remembered the things wanted.

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Pictures which are exaggerated, have strong motion, and are unusual or even startling, are best for this reminder idea. The pictures must be seen clearly in the mind's eye, and the part of the picture, which is used as the reminder, must be something which you will see clearly at the time you wish to do the thing. The illustrations given are from the actual experiences of busy men who are using this idea in their daily life.

This application of the visual memory can become invaluable to the child. In cases where the desired result has not been procured the difficulty, almost invariably, is a lack of vividness in seeing the place, person, or thing which is to act as the reminder. It must be familiar, definite, and clearly visualized. Practice will improve the results. Make an effort to see detailed and distinct objects in your pictures and use the strengthening elements. Here are a few additional examples of how children have used this idea. It works.

A child was sent to the grocery store for four items, and instead of carrying a list he made a picture of the counter in the store as his reminder. The items to be purchased were a sack of Salt, a bottle of Vinegar, some Fly Paper, and Potatoes. He pictured the Fly Paper sticking on the edge of the counter and on it balanced the sack of Salt and the bottle of Vinegar, then he saw himself throwing the Potatoes at them.

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A picture of this kind will enable the child to remember a few items without difficulty. The Hitching Post idea which follows soon will be more accurate and enable him to extend the list to any length.

A boy, who often went away to school without bringing in his wood, made a picture of himself running out of the door to school, when slipping off the porch he sailed through the air and landed on the wood pile. The next morning, when he went out of the door and across the porch, his picture flashed into his mind and he stopped and brought in some wood before leaving.

A girl had formed the habit of throwing the towel on the chair instead of hanging it up. She made a picture of herself throwing down the towel when it became entangled in her feet and tripped her up as she walked away, throwing her headlong.

Reminder pictures of this kind must be visualized by the child, even if suggested by the parent. Do this pleasantly and even playfully, being careful not to arouse the antagonism of the child. If he is stubborn in the matter you can gain nothing, unless you secure his co-operation and pleasant interest. To keep these pictures in mind and to use them at every opportunity will aid in forming correct habits. Make them startling and interesting, and when possible, put real feeling into them. Induce the child to feel the pain of his fall; feelings give life and power to visualized pictures.

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A boy was told to stop at a neighbor's and deliver a note for his mother on his way to school. He pictured the front gate of this neighbor's fence swinging out and stopping him. He tried to go over the gate and the more he climbed, the higher it became. Seeing the gate as he passed on his way to school reminded him of the note.

A tablet was needed at school and had been forgotten several times. A picture of the tablet barring the door of his home, so that he could not get in, reminded the boy to go at once to the store and make the purchase.

On her way to church a girl was given a message to deliver to a certain lady, after the service. She pictured herself trying to get out of the door of the church, but the lady blocked the way refusing to allow her to crowd through. When she started out, seeing the door, which was part of the picture, it reminded her of the lady, and she delivered her message.

Beware of Procrastination

One of the most subtle foes of a good memory is procrastination. Like conscience, memory can be dulled and almost ruined by continual disregard of its suggestions. Failure to act when reminded ruins what memory power you have and retards your progress and further development.

A Reminder picture will suggest an errand or

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duty one—two—or more times, but there is an ever increasing lapse of time between each reminder.

To Procrastinate—to put off doing the thing will dull the suggestive power of the memory. It will clutter the mind with undone things which will cause mental worry. It will weaken the will power.

To Act—to accomplish the thing at the first suggestion quickens and improves the suggestive power of the memory. It clears the mind for new thoughts and plans. It relieves the nervous strain and increases and strengthens the volitional power.

It is the child's memory you wish to improve and this can only be accomplished by his effort. You must help, of course, but do not do too much, merely suggest. Get him to imagine and visualize his own pictures, it will be better for him to make the effort than for you to make it for him.

Attention and Memory

The subject of Attention and Concentration has been discussed in the former book, but it will be well to note their relation to memory and how we are using them here.

We have introduced motion into the mind's eye picture to strengthen its impression; the result comes from a prolonged period of attention. In the exercises for cultivating the power of attention we used the method of change, or motion. It produced prolonged attention, which results in memory. Exag-

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geration and the unusualness of the imaginary picture inspires that quality of involuntary attention which helps to produce concentration.

The quality of the stimulus to the attention is improved by introducing anticipation, pleasure, or their opposites. The clear, vivid, mind's eye picture creates a greater quantity of attention, and if the objects are familiar they add to the possibility of clear visualization.

The attention should become fixed upon the picture and this can not be done if they follow too rapidly. Take time to make the impression and for best results become as much interested in it as possible. Every means which results in prolonging or intensifying the attention improves the scope and accuracy of the memory faculty.

The Child's Code List

For further practice in learning lists of words, by visualizing the objects, use the one following. These words are selected to conform to special requirements, and form a complete code which is to become of great value later. It should be learned thoroughly so that each word can be recalled quickly and in exact sequence. Use this list now in preference to the previous one, as this one is to be used in future, and the other will not be. Learn ten at a time and review them, then take the next ten, joining them to the last word of the previous ten, thus making an endless chain of the one hundred words.

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Child's Code List

Tie	Dot	Net	Meat	Heart
Snow	Town	Nun	Moon	Horn
Home	Dime	Enemy	Mama	Army
Wire	Deer	Nero	Hammer	Rower
Wheel	Towel	Nail	Mail	Roll
Sash	Dish	Hinge	Mush	Roach
Egg	Duck	Ink	Mike	Rock
Ivy	Taffy	Knife	Movie	Roof
Whip	Tub	Knob	Mop	Robe
Toes	Nose	Mouse	Rose	Lasso
Lady	Shed	Kite	Foot	Bath
Lion	Ocean	Cane	Vine	Pony
Limb	Jam	Gum	Foam	Bomb
Lair	Chair	Car	Fur	Bear
Lily	Jail	Glue	Veil	Pail
Ledge	Judge	Cage	Fish	Beach
Log	Chalk	Cook	Fig	Book
Wolf	Chief	Coffee	Fife	Beehive
Lap	Ship	Cap	Fob	Papa
Ashes	Goose	Office	Puss	Daisies

The Game of Code

A game to develop accuracy and rapidity in the use of the words of this Code List. Cut one hundred cards about two by three inches, or the size of game gards. On one side of each print a word of the Code list.

Shuffle the cards, deal ten to each player and let the balance become a draw pile. The one to the right of the dealer plays into the center of the table any card which is the first of a series of ten Code

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words as printed in the lists above, for example—Tie, Dot, Net, Meat, Heart, Lady, Shed, Kite, Foot, Bath. All first cards as named must be played first, then the cards containing words which follow consecutively in the list must follow. All cards held by the player which can be played on any series started on the table must be played in their proper turn, including those in the players' reserve piles.

If a card is played out of its proper sequence the first one noticing the mistake calls "Code" and shall be entitled to give a card from his hand into that of the player, who must correct the error and cease playing.

When a player has completed his turn, has played all possible cards, or has been stopped, he will place one card face up on the table in front of him as a reserve pile. Each player is entitled to six reserve piles, each lying face up and side by side. When a player cannot make at least one play, he shall draw into his hand from the draw pile until he can play or until the draw pile is exhausted. Each plays in turn until some player has played all the cards from his hand, which entitles him to the game. Any player who completes a series of Code words, puts on the last word of the series of ten, takes away the set and these can be shuffled and added to the draw pile if necessary.

The winner is entitled to one point for each card left in the hands and reserve piles of the other play-

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ers. The score of the game can be set at any point above 200, and the first reaching this takes the set.

Remembering Errands

After the child has become familiar with the Code List he will be able to use the words in a very practical way in remembering errands and lists of groceries, etc. The objects of the list can easily be recalled in exact sequence, and can now become Mental Hitching Posts to which any errand or runaway idea may be safely hitched for future usefulness. The thing to be remembered can be pictured with the object of the Code list and when wanted it is simply necessary to recall the word of the Code list and it will in turn recall the thing visualized with it.

Let us take a practical example. You are sending the child to the grocery store with an order. The first item is a loaf of Bread. Have him picture this

with the first word of the Code list, Tie. Take the Tie and bind the loaf of Bread with it, tying a huge bow with the ends moving in the wind. See this picture clearly, the color of the tie and the shape and details of the loaf of Bread. Of course the Child is to make his own picture wherever possible.

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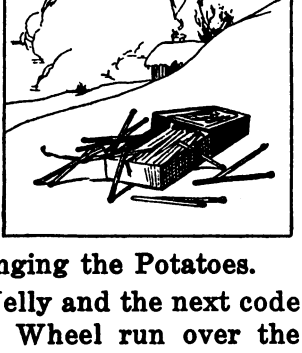
A boy would probably use one end of the tie around the loaf and swing the other over his shoulder.

The second item is a package of Matches. See the box lying on the Snow, which is the second word of the Code. Let the box be open and some of the Matches burning, see the black ends of the Matches in contrast with the white snow.



The third item is a box of Raisins. The third code word is Home. See the box open and the Raisins spilling all over the Home.

The next item is Potatoes and the code word Wire. Have him imagine a sharpened wire on which he is stringing the Potatoes.

The next item is a glass of Jelly and the next code word Wheel. See the large Wheel run over the jelly and break the glass.

The next item is Flour and the code word Sash. Drop some Flour over a new red Sash.

The seventh item is Coffee and the seventh code word is Egg. Break the Egg and spill it all over the Coffee.

The eighth item is Butter and the code word ivy. Hang the Butter on the Ivy and see it swinging there.

The ninth item is Soap and the ninth code word is Whip. Stand the soap on end and strike it with the Whip—see the lash wind around the Soap.

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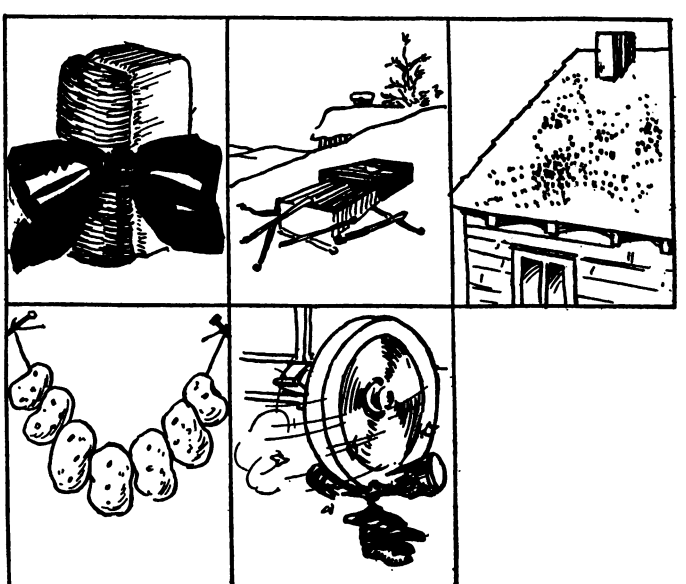
The tenth item is a can of Corn and the code word is Toes. Let the boy imagine himself balancing a can of Corn on his Toes.

The Visual Result

A picture of what is now in the mind should show a systematic filing of ten grocery items, each hitched by picture to one of the familiar Hitching Posts. The pictures may be somewhat like the following:



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Have the child run over the code words and tell the item that he sees pictured with each. If the items are recalled once that is all the review necessary if they are to be used in the same day the pictures are made. He will be able to go to the store any time that day and by recalling each word in its proper order will recall the ten items just as they were pictured.

Another Practical Application

The same method can be used to fix in mind a list of errands which are to be done at different stores and at different times. It is simply necessary to hitch the errand to the Hitching Posts by picture and then recall the Hitching Posts in order, each will remind you of the errand visualized with it.

For practice, have the child begin with the second series of code words and picture the following errands with them. Review them once and after a few hours see how many he can recall.

Errands for Practice

Dot—Buy some stamps.
Town—Get toilet soap.
Dime—Buy fish.
Deer—Go to the Hardware store.
Towel—Have shoes repaired.
Dish—Get a spool of thread.
Duck—Get some meat.
Taffy—Get a Victrola record.
Tub—Stop at the jewelry store.
Nose—Buy some writing paper.

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Always Be Systematic

The best results will be attained from using one list for groceries and another for general errands. Always start with the first word of a series of ten as printed in the code list. Never skip around. Any picture will answer if it is clearly visualized and the attention fixed upon it for a moment.

Review the list once to be sure that the child has made and visualized a definite picture. One review is sufficient to be able to recall the items accurately in the next twenty-four hours.

Applications Are Limitless

The principle involved here is one which will apply to any need of adult, as well as child, life. Whenever there is a need for remembering a list or series of any kind the mental Hitching Posts can be relied upon to accomplish the result, if the method is properly applied. Business men are using this idea every day of their lives and working more efficiently because of time saved and increased accuracy. Use this yourself and see to it that your children form the habit.

Important Points to be Followed

For best results in using this idea:

Always use the same series of code words for the same purpose, do not change lists from day to day.

Be systematic, always file the first item or errand with the first object of the series you are using; do not skip around.

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Any Hitching Post will carry any impression which you wish to place there. Your mind only needs a hint to start it right.

Be sure and photograph the picture which your imagination constructs. You will not remember it unless you see it.

Review once for safety. If you are filing a list of items or errands then review each picture and be sure you can recall it accurately before going on to the next.

To file permanent information which you wish to retain and use occasionally it is necessary to review your picture several times and to concentrate upon it longer to strengthen the impression.

For temporary purposes, such as lists, errands, or things you wish to recall once and then discard, do not review but once.

The difference between temporary and permanent information is in the amount of review. Every repetition of your visual association deepens the impression.

Start your new lists always with a new series of code words even though you have not used all of the previous list. Begin always with Tie, Dot, Net, Meat, Heart, or Lady, etc.

To forget, refuse to allow that with which you have finished to re-enter your mind. Do not recall the old pictures, even for an experiment, let them fade away after they have served their purpose.

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Value of Forgetting

The reason that you find it impossible to forget certain incidents and circumstances of life is that you have allowed your mind to go over and over these incidents and thus to make the impression upon the brain so deep that it has become a lasting one. Each review deepens the impressions and makes them more and more indelible. For filing information permanently in the mind this is the proper process. For all temporary purposes, simply make the visual impression: review it to see that it is properly filed, recall it when you wish to use it and then refuse to review or again to see the picture.

To forget means to get-for. You must get some other thought or picture into your mind in place of it. Do not waste time trying to force thoughts or pictures from your mind. Get some other picture or thought in its place as quickly as possible.

Alphabetical Hitching Posts

The list of code words given here is not the only thing which can be used for this idea. The only essential is a series of easily pictured objects which can be recalled quickly, with little effort, and in accurate sequence. There is however an additional reason why these particular words of the Child's Code List are better adapted to this purpose than any others. This reason you will fully understand later in this book.

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For the use of children and adults who are not familiar with the Code list it is simple and practical to use the A, B, C's as Hitching Posts. In this case it is simply necessary to have an easily visualized object beginning with the letter of the alphabet, so that, for example, the letter A will without hesitation bring to mind the object Ant, which can be pictured with the errand. For the majority of children it is not practical to visualize the letter A with the errand, but the Ant can be easily used by all.

Following is a list of suitable objects to represent the letters of the alphabet. It will be good practice to learn them all, though you may only use the first few.

Alphabetical Hitching Posts

Ant	Hand	Owl	Vine
Bee	Ink	Pig	Wolf
Cannon	Jockey	Quilt	X-Ray
Door	Kettle	Rat	Y. M. C. A.
Engine	Lamb	Snow	Zebra
Fire	Monkey	Tea	
Goose	Nun	U-Boat	

Filing Abstract Ideas

Everything which you wish to remember does not take form in a definite object which can be visualized and often presents a more difficult problem. Fortunately the mind only requires a hint or suggestion to start the Law of Association into operation which will bring the thought not in itself easily pictured.

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As the child progresses his imagination will find many original ways in which to create Reminder Pictures to aid him in remembering abstract ideas. This ability will not come except by practice and effort; if he is allowed to consider the remembering of abstract ideas an obstacle to success it will be so; but if he tries to master these he will find it is not difficult to create a picture which will remind him of what he wishes to remember.

Reminder Pictures

It is of course more difficult to construct a picture for an abstract thought or word than for a simple object, but it can be done, and becomes easier with each effort. In some cases it may require an elaborate picture to remind you of a single word. Note the following abstract words and example of how a reminder picture aided in recalling them.

Contest—A footrace.
Noisy—Boys pounding tin pans.
Stuck—An auto stuck in the mud.
Melancholy—A watermelon and a collie dog.
Success—See a well known successful man.
Financial—A pile of money in a bank.
Secrecy—Two people whispering together.
Contrary—A mule refusing to move.
Immovable—An Egyptian Pyramid.

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Christianity may be represented by a cross; cold by a piece of ice; heat by a fire; light by a lamp; love by a heart; pride by a peacock; spring-time by green grass and budding trees.

You are familiar with the old man with the sickle and forelock used to represent Time; the maiden with the balance and sword representing Justice; and the little scantily clad fellow who represents the New Year. These are examples of successfully used reminder pictures.

Thought the Desired Result

In some cases you may not succeed in constructing a definite picture for the thing which you wish to remember. Memory is brought about by interested attention and concentration. In cases where the visualization proves to be difficult or even impossible, you will experience the fact that the effort made to form the picture has produced sufficient concentration to help wonderfully in the problem of remembering.

Thinking by Pictures

If you have never given it thought it will surprise you to notice how much of our thinking is in picture form. The architect sees the completed building, sees it in detail and puts this creation of his brain on paper to guide the builder in reproducing it. The engineer sees the completed bridge spanning the chasm before a workman has turned a hand to rear it. All successful captains of industry think

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largely in pictures. Children do so naturally and lose the ability by lack of use and substitution of the "more modern methods," some of which are most detrimental. See to it that your children appreciate the value of visualization, that they use it continuously in their thinking and study.

Uses of Hitching Posts

This picturing your errands with code words is a principle of mental operation the uses of which are almost limitless. It will be profitable to note how business men apply it in their business.

A physician lists his calls and the appointments he has made.

A factory manager hitches up the many instructions he wishes to give during the day.

A lawyer uses six words for the six days of the week and hitches up his court appointments.

A salesman makes a list of his calls, arranges them in the best order, and fixes one with each word of the list.

A groceryman uses it for remembering the things he needs to buy for his stock.

A real estate man lists some of the places he has for sale to be able to talk about them when away from his office.

A salesman lists his selling points systematically and does not leave out any important ones.

Anecdotes and stories can be listed and easily recalled when wanted.

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Points of a sermon or lecture can be quickly pictured with definite words and recalled later.

Speaking Without Notes

One of the most valuable applications of the "Hitching Post Idea" is its use for fixing in mind the points of a talk, sermon or lecture. Most of the nervousness of talking in public is caused by the fear of forgetting. It is doubt of your ability to recall the points you wish to talk about. This is easily overcome by the use of your Hitching Posts. If you wish to make five points in a talk, make a picture to remind you of each point and hitch them in turn to the first five words of a list. Review the picture a couple of times, be sure that you can recall them easily; before you are to speak, review them again.

When you are called upon, see the first word of your list and with it you will see a picture which will remind you of the first point you wish to make. The picture made with the next word of your list will suggest your next point, when you are ready for it. There is no limit; use as many words of the list as you have different points in your speech. When you have used this idea once you will never do without it; you will remember all the points of your talk and you will use them in the order you intended. Hundreds, who have never spoken in public without notes, are now doing so by the use of this method. Others, who have been able to speak without notes have been troubled by getting the points out of order or after sitting down have

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realized that they have omitted an important one. With this idea you can entirely overcome such a difficulty.

Originality and Effort

Help the child to cultivate the habit of originality and not to be afraid of trying new ideas. Do not always suggest a picture, let him work and create one for himself.

Effort is the price of increased mental power —the result will be secured in no other way.

Make lists of groceries, errands, etc., for the child to practice with. If he has no need of using the Hitching Posts now, deliberately make the need, so that he can form this valuable habit.

The Mind's Eye and the Story

An excellent time for the development of the child is "story time." Have him use his imagination and make mind's eye pictures while you are reading stories. The story book naturally becomes a picture book in the child's mind. When you are reading a story, stop occasionally and have him form his own picture of it. You will find that he can easily see little Red Riding Hood going down the road to her grandmother's house. Encourage this habit of mental picturing of all stories and rhymes read to the child.

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This is a natural mental operation but the lack of knowledge of its importance and consequently the failure to continue it after we have learned to read is one of the great causes of our forgetting what we read so easily. If you will see to it that your child visualizes what you read to him, and as he learns to read for himself stops occasionally to picture what he has read, he will develop a wonderful memory along this line. He will study easily, retain accurately and make more progress with less effort than any child who does not visualize and is forced to depend upon repetition.

The Game of Story Telling

Read a story from the child's story book; have him make pictures of the story as you read; when you have finished, let him tell the story from his Mind's Eye picture, and see how completely he can retell it. If points are omitted, call the child's attention to them and help him to include them in his picture. When several children are together have one retell the story and the others add what they can to it. See to it that the retelling is from visual pictures. This is excellent training for future school work.

Two Results of Visualization

Beside the memory value of visual impressions of the story there is another important result. You cannot visualize the thing that you do not understand. If you do know about it you can see it clearly.

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If the child has difficulty in picturing what you have been reading it may be because he does not understand it. Here is your opportunity to explain and add to his definite knowledge. Visualization results in increased understanding and in a greater ability to remember. These are the important results sought in study and the formation of this habit in your children will pay wonderful dividends in their education.

Learning Poetry and Prose

The value of the mind's eye picture will be much appreciated when the child comes to learning verbatim. Every author has a picture in mind which he describes in words. He attempts to make the word description so clear that those who read will also see the picture.

Children who have not yet learned to read will naturally form pictures in their minds as you read the story. When you wish to have the child learn the story or poem, the mind's eye picture will be of the greatest aid. Practice with some of the examples following; make clear pictures and review them several times; aid the child in understanding the words that he finds are difficult.

Note the pictures described by the authors in the following poems and prose selections.

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The Land of Story Books

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at any thing.

Now with my little gun I crawl,
All in the dark, along the wall,
And follow round the forest track
Away behind the sofa back.

There in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read,
Till it is time to go to bed.

* * * * *

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of story books.

—Robert Louis Stevenson.

The Hare and the Tortoise

A hare boasted loudly to a tortoise of her speed in running, at the same time giving him a look of scorn because of his slowness.

"Let us have a race," answered the tortoise. "I will run with you five miles, and the fox over yonder shall be the judge."

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The hare with a scornful smile agreed, and away they started together.

Soon the hare left the tortoise far behind, and feeling a little tired, lay down on a tuft of grass that grew by the way. "If that slow-coach passes, I shall see him and easily catch up with him again," she said to herself, and fell asleep.

In the meantime the tortoise plodded on, slowly but surely. After a time, he passed the hare, who, sure of reaching the goal first, still slept, and who awoke only to find the tortoise had reached it before her.

Somebody's Mother

(From Harper's Weekly—Author Unknown)

The woman was old, and ragged and gray,
And bent with the chill of the winter's day.
The street was wet with the recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long
Alone, uncared for, amid the throng
Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street with laughter and shout,
Glad in the freedom of "School let out,"
Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

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Passed the woman so old and gray,
Hastened the children on their way,
Nor offered a helping hand to her,
So meek, so timid; afraid to stir,
Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop,
The gayest laddie of all the group;
He paused beside her and whispered low,
"I'll help you across if you wish to go."

* * * * *

And "Somebody's Mother" bowed her head,
In her home that night, and the prayer she said,
Was, "God be kind to the noble boy,
Who is somebody's son and pride and joy."

These examples will serve to show the attempt of the author to paint a picture with words, just as does an artist with paint. Have the child make his own picture and repeat the story as fully as possible. Older children should learn them so as to repeat them verbatim. In the next book on—How to Study and Remember—this subject will be taken up more fully.

To Preserve Early Memories

We sometimes doubt when people tell us of things which happen when they were five years old. Children that are eight or nine can often tell of things that took place when they were two or three. Al-

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most without exception you will find that these memories are eye impressions—pictures. Have the child review those which you wish him to retain and he will preserve the memory of them.

It is often the case that children have advantages of travel and see many things that older people have not. Many of these advantages, however, are wasted because the child does not review these interesting things which he has seen. Children are seldom interested in remembering. Parents should preserve the child's memory of important sights and circumstances by asking him to carefully revisualize the scene—to see it again in the mind's eye. Thus can the impression be deepened and the child's memory and appreciation of the thing be made to continue throughout his life.

Especially all unusual scenes which he may not have the opportunity of seeing again for a long time should be visually reviewed a couple of times during the first week and a number of times during the following month. Two children had been camping in the north, where they one evening saw a particularly brilliant display of Northern Lights. A few months after this the children were asked, "What are the Northern Lights? What do they look like?" The younger one had forgotten, but the older one could describe them. When the two had thoroughly reviewed the picture they had re-impressed it upon their minds. By doing this a few times the children were able to permanently retain this memory.

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HOW TO REMEMBER FIGURES

A child soon comes to the necessity of remembering numbers. With some this is not difficult for they possess unusual powers of visualization and can see the numbers clearly in their mind's eye and thus recall them with ease. There are many examples of men and women who have this visual memory for figures. On the other hand only a very small proportion can do this.

It is a common failing among children, as well as adults, to be unable to remember numbers easily. The reason is simple. Numbers have no meaning, they convey no impression to the mind which can be retained.

Words convey the picture of objects, thoughts and actions which you can visualize. Numbers are cold, inanimate things which have no life nor interest, they do not present a picture and are not easily retained.

Things that have no meaning are difficult to remember.

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The simple transference of the meaningless number into something of interest and within the child's knowledge and experience will be helpful. He will remember 15 apples easier than just the number 15. Numbers are easily dealt with when they become objects. You teach the child to add and subtract by the counting board, or by using a group of objects. Fractions are most easily explained by cutting an apple, or something which we can see.

A man had received a new auto license number and wondered how he could remember it, 218515. He knew the easiest way was to make it mean something. He thought that 21 was the age when a young man reaches his majority. If he lives to be 85 he will be an old man, and he might be entirely destitute but for the 15c. So he had the figures 21-85-15. After that he had no difficulty in recalling this number at any time.

Be original and make the figures mean something.

Familiar Numbers Helpful

Any number which has come to mean something to you is easily recalled and may be helpful in remembering other numbers. As 1492, the date of the discovery of America by Columbus. 57 immediately recalls "Heinz 57 varieties" and if you wish to remember 59 you can easily associate it as being two more than the 57. 1775 means something to you, it conveys a definite thought, but it is more likely that 1947 does not and will be quickly forgotten.

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If you have lived in a house with the number 1947 for a good while you will remember it as easily as the number 1775.

Analyze Numbers

There are many helpful ideas which can be used to aid in remembering numbers. To divide the number into pairs of digits, keeping them below one hundred, is helpful. It is easier to remember 14-67 than 1,467.

Even numbers which are familiar to us are easily remembered as 10, 20, 30, 40, or 100, 200, 300, or 1000, 5000, 10,000. To compare other numbers with these familiar groups will help, as 29 is one less than 30, 996 is just four less than 1000.

Numbers having sequence of digits if noted carefully will be recalled accurately, as 1357 or 2468.

The telephone number 2430 is easily remembered because of the even numbers, 24 and 30. Also 2+4=6 and 24+6=30.

Sometimes the first digits added together make the other, as the license number 1247, the first three added make the fourth.

All these ideas are at times helpful, but we need a method which can be used any time, by any one, for any figures. This need is adequately met by the Number Code following. It is not new, but supposed to have originated among the Romans and has been used by almost every generation since that time. You find it easy to impress upon the brain

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any thing which has a meaning and which can be visualized.

Figures carry with them no associations, no images. It becomes necessary, therefore, to devise some means by which they may be photographed upon the brain in such a manner that they will mean something, as definitely as a word represents an object.

The Number Code

The simplest and most practical basis which can be selected is the idea of choosing a SOUND to represent each one of the ten digits. These sounds can in turn be indicated by various consonants of the alphabet. By combining the ten digits we are able to make all figures, and by similarly combining the SOUNDS we can easily convert the figures which we wish to remember into words. The words will represent objects and can easily be impressed upon the brain. Your use of this idea is based upon your becoming thoroughly familiar with the ten SOUNDS representing the ten digits.

By combining these sounds corresponding to the arrangement of the digits, words can be formed to represent the figure. The word can be remembered. It has a meaning. It can be visualized and recalled, then easily translated into the corresponding digits.

Here are the ten digits and their corresponding SOUNDS. The sounds are indicated by the letters. Use the sound as spoken in the word, as "T" in "Ten." The sound used is always the same as in

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the spoken word, but not as a single letter. Not the sound "en" as a letter, but the sound of "N" in "Nell." Note this difference; it is important. Following is the Number Code:

1	2	3	4	5	6	7	8	9	0
T	N	M	R	L	J	K	F	P	C

Note carefully this cut in which the digit and letter used to represent the sound is made into a combined figure. This places the digit and the corresponding sound into your mind together. The picture of the combination should be impressed by concentration. Look at the digit letter and then close your eyes and see the same picture in your mind's eye. Exaggerate them. Take a pencil and paper and draw them for yourself. Note that the second letter N if stood on its side is 2, in the picture it is half way, which will suggest both to your mind. The M and 3 are the same. Become familiar with these so that there is no possibility of hesitation in recalling the SOUND for each digit.

The T and 1 are simple. The 2 and N and the 3 and M have been explained. The 6 turned to the left makes a J. The K for 7 is made of two 7s back to back, one leaning against the other. The P for 9 is turned as the 6 and J. Dwell a moment on this picture and you will know the Code.

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There are other associations which will help to fix the digits and their corresponding sounds in mind.

T is selected for 1 because both are made with one down stroke. One down stroke with a short cross stroke makes the T.

N, for 2 is the same, two down strokes make the N.

M represents the 3 and there are three down strokes in the written M.

R is the last letter and principal sound in the word fouR, which has four letters.

L is the Roman numeral representing 50, similar to 5.

F selected for 8 has the two loops, when written.

C is the first letter and sound of the word Cipher.

Acquaint Yourself With the Code

Work entirely by SOUND, remember it is the sound M in the word Make that has the value of 3, and if not **sounded** would have no value. Become familiar with these ten digit sounds so that when you see a digit you can immediately recall the sound. Then practice sounding words and telling the number value of each SOUND in the word. Pay no attention to the letters; only the sounds have value.

The ten sounds alone will not form words, but will by adding the vowels A, E, I, O, U. The vowels have no figure value and can be used at any time and in any manner desired without altering the number value of the word. In the same manner we

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use the consonants W, H and Y. These have no figure value and with the vowels may be used to bind the digit sounds into words.

A, E, I, O, U and W, H, Y Are Valueless

For practice translate the following numerals into their corresponding sounds.

1 2 3 4 5 6 7 8 9 0 3 6 5 8 3 2 8 0 5 3 6 8 7 4 2 8 5 1 7.

In the same manner translate the following letters into their corresponding digit value. Remember the vowels and W, H, Y have no figure value.

T N M R L J F P C E F H R K Y F R N L Y F W K N R T E O K L A Y E R P M U N P L T H F Y E R O M I N K O U N L P T R N W M F.

Keep up this practice with both digits and letters until you can translate each without hesitation.

Forming Number Words

It is a simple matter to form a word for a figure by selecting the sounds which represent the digits and fill in vowels until the word is found.

14 is represented by the sounds T-R. Between the consonants T and R run the vowels a, e, i, o, u. Do this by sound and the result is TaR, TeaR, TiRe, ToR (tore), TuR (tour). In this way you have three or four words which will represent the number 14.

15 can be converted into TaiL, TiLe, TeLl, or TooL.

41 into the words RaT, RaTe, wRiTe, RooT, RuT.

91 into the words PaT, PeT, PiT, PoT, PuT.

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Make yourself thoroughly familiar with the Number Code. Master the ten digit sounds and you have the foundation with which to work. This is not a difficult problem. Children learn without difficulty the 26 letters of the alphabet and their many combinations. In this case there are but ten to be mastered and many combinations to choose from. A little practice will work wonders in the ability to use this Code. Change the following words into their figure value:

PaN.....	JaR.....	NoTe.....
RaiN.....	Coal.....	TaN.....
KiTe.....	PiLe.....	MoP.....
RaKe.....	PoP.....	JaiL.....
LaP.....	TaNK.....	PaiL.....
LeTTeR.....	PiNK.....	PeaR.....

Note the following translation of numbers into words. Do the last sets yourself, make others for practice in this idea:

38	M F	MuFf.
92	P N	PaN.
63	J M	JaM.
142	T R N	TuRN.
315	M T L	.....
415	.....	.....
912	.....	.....
951	.....	.....
421	.....	.....

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Add the necessary vowels to make these into words:

82	F N	921	P NT	327	M NK
21	N T	627	J NK	9521	PL NT
48	R F	295	N PPL	91420	P T RNS

Make complete words for the following:

29.....	97.....	57.....
470.....	742.....	515.....

Additional Letters

The simplicity and ease with which you will be able to use this idea can be increased by noting that there are certain letters which have practically the same sound as those selected to represent the digits. Yet these sounds are entirely different from any other digit sound. You can greatly increase the list of words which you can make for certain numbers by taking advantage of this idea. This is a very helpful suggestion; note it carefully.

All letters having the same sound stand for the same digit value:

D and T are similar in sound and therefore either can be used to represent the digit 1.

G as in George (known as soft G) has the same sound as J, therefore soft G also represents 6.

Sh as in Shot, and Ch as in Chain are similar to J in sound so Sh or Ch represent 6.

C as in Can, hard C, has the sound of K and is 7.

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G as in Gag, is the same as K and also is valued as 7. K, hard C or hard G are all used for 7.

V has the sound of F, and either may be used for 8.

B has the sound of P and is 9.

S as in Sauce, and Z are sounded as C (soft) so that either C, S or Z can be used for 0.

The Complete Code

1	2	3	4	5	6	7	8	9	0
T	N	M	R	L	J	K	F	P	C
D					G	G	V	B	S
					CH	C			Z
					SH				

Letters and Sounds Seldom Used

The following are sometimes used and from their SOUND have digit value and should be noted for completeness:

Q sounds similar to K and is 7.

X is pronounced EKS, has the KS sound and is 70.

Hard Ch as in ACHE has the K sound and is 7.

Gh and Ph as in Cough and Phone have the F sound and are 8.

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By using the suffix ING to represent 7, which is an arbitrary exception to fill a need, you can get a great deal of help in forming words for difficult numbers which end in 7, as 447 RoaRING, 117 DoTING, 577 LacKING, 397 MoPING.

Silent Letters Have No Figure Value

In addition to a, e, i, o, u, and w, h, and y, which have no figure value, all silent letters have none, because they are not SOUNDED. SOUND is the one and only indicator of digit value.

NIGHT is 21 for the GH is silent.

KNIFE is 28 for the K is silent.

MADGE is 36 for the D is silent.

Double Letters Are Sounded as One

Because they have but the one letter SOUND they have but the single digit value. This is merely another fact which is unalterable, because the basis of the Code is sound.

HUMMER has the sound of HUMER and is 34.

BITTER has the sound of BITER and is 914.

SPARROW has the sound of SPARO and is 094.

BILL has the sound of BIL and is 95.

The important thing to keep in mind in the use of this Code is the fact that all is based upon SOUND. Silent letters and double letters are treated as they are, simply because of the SOUND basis. There are many exceptions to the number value of the letters

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but none to the number value of the sounds of the word.

The word NATION is a good example. NATION is 262. In this case the T as a letter would represent 1, but as a SOUND it is "SH" and is 6. C is 6 in OCEAN.

Number Value of Code Words

You now need to have a series of words, the figure value of which you are thoroughly familiar with, to use as a basis for quickly forming word pictures for numbers which are given you to remember. A list of words representing the number 1 to 100 would be of the greatest value to you. These words you would be familiar with and as soon as any number of two digits was mentioned a word-picture of this value would come into your mind. The word-picture you could easily retain in mind, the number you could not.

Take for example the number 1. This is represented by either T or D. For this illustration we select the T. Now in order to make a word which you can visualize you use the vowels or the extra consonants W, H or Y. From these we can make a word for 1.

Let us take the T and the vowels I, E, which have no value, and we have the word TIE, which has the value of 1. Many other words could have been made which would have the same number value as Hut, Hat, Head, Hood, Weed, Wheat, Tea, Toe, Dew, Dye.

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SNOW is 2; the S, O and W have no value, leaving the N for 2.

HOME is 3; H, O and E have no value, leaving the M for 3.

WIRE is 4; W, I and E have no value, leaving the R for 4.

WHEEL is 5; W, H, EE have no value, leaving the L for 5.

SASH is 6; S, A have no value, leaving the Sh for 6.

EGG is 7; E has no value, GG has but one sound and is 7.

IVY is 8; I and Y have no value and V is 8.

WHIP is 9; W, H and I have no value, leaving P for 9.

TOES is 10; O and E have no value and T and S are 1-0.

By the use of the Number Code each of the words selected for the Child's Code List has a number value running consecutively from Tie which is 1 to Daisies, which is 100. Each word stands for its corresponding number always; by sound they are interchangeable with the number at any time for any purpose.

Figure out, by the Number Code, the value of each word of the Code List as given here, in disorganized form, and write it opposite the word.

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Tie	Lair	Nail	Veil
Dime	Judge	Roach	Bomb
Sash	Lap	Movie	Cook
Taffy	Meat	Mouse	Beehive
Lady	Enemy	Bath	Puss
Jam	Rower	Foam	Home
Ledge	Mush	Glue	Towel
Chief	Knife	Beach	Ivy
Dot	Robe	Fife	Nose
Horn	Foot	Office	Limb
Hammer	Gum	Town	Jail
Hinge	Pear	Wheel	Wolf
Rock	Fish	Duck	Goose
Mop	Coffee	Toes	Moon
Kite	Papa	Ocean	Nero
Pony	Snow	Lily	Roll
Fur	Deer	Chalk	Mike
Cage	Egg	Ashes	Knob
Book	Tub	Nun	Lasso
Fob	Lion	Army	Vine
Net	Chair	Mail	Car
Wire	Log	Ink	Pail
Dish	Ship	Roof	Fig
Whip	Heart	Rose	Cap
Shed	Mama	Cane	Daisies

After you have worked out the number value of each of the Code Words, turn back to them on page 80 and check them there, noting how each follows in proper sequence by number value.

The Game of Number Code

After becoming familiar with the values of the number Code, the Game Code, given on page 42, can

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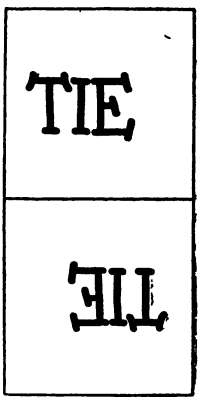
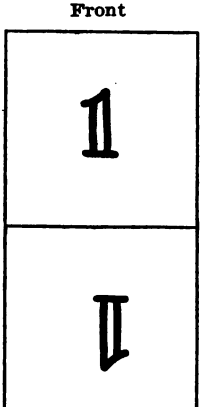
be very much improved in its complexity, and consequently, in its resulting mental development.



Front



Back

Have the one hundred words on one side of the card and the corresponding numbers from one to one hundred on the reverse side as illustrated. Deal all the cards, have no draw pile. All cards in the hand and in reserve piles on the table are to be with the words up and the numbers down. Start by playing the cards into the middle of the table with the numbers up, beginning with cards which bear numbers ending in 1. The next card is played word up upon the pile; then, if no one calls "Code," turn the card over and if it should be that this card does not bear the following consecutive number the card must be replaced in the player's hand and the player ceases with no penalty. If, when the word is played, some other player, who knows by the number value of the word that it is an error, calls "Code" before the card is turned over, then, if correct, he is entitled to give the player a card from his hand. The game is played and scored as in Code,

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but has the added value of requiring the players to know the number value of all the words.

The Number Game

This game will assist in learning the number value of the words and the word for each number. Shuffle the cards from the Code Games, have one person hold these cards out of sight of the players. The reader turns all cards with the words up and reads the word on the top card. The first one to tell the proper number value of the word gets the card. In this way go through the entire pack, each person retaining the cards which he obtains by first speaking the number. The one holding the most cards at the end of the game is the reader for the next game.

The same game may be played by reading the numbers and seeing who can first speak the Code Word.

The Game of Solitaire

If you wish to practice alone, take the Code cards and shuffle with the words up, noting the time when you begin. See how quickly you can go through the entire set, naming the numbers for the words. Then reverse the process and name the words for the numbers.

Now try it again and see if you can cut a few seconds off the time. Keep a record of the time required to go each way and strive continuously to reduce it. Keep at this until you can go through the 100 cards in two and a half minutes or less.

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Another Game of Solitaire

Take the Code cards and shuffle them thoroughly then arrange them in their consecutive order, beginning with Tie and following with each word in its proper place. For another test start ten rows of cards upon the table, each starting with a Code word ending in one, as Tie, Dot, Net, Meat, Heart, etc. Now follow each card with the next word in its list, placing the cards in their proper lists as you come to them. This will help you to become acquainted with the words in their proper order and to become familiar with them.

The above exercises will increase in interest if you consider them from the number value. Shuffle the set and arrange them in consecutive order, thinking of the number value of the word, but not referring to the number on the back of the card unless forced to do so. The second test will be arranging them in sets of ten, beginning with 1, 11, 21, 31, 41, etc.

Shuffle the cards again and arrange them in the following order, always using the words but figuring their number value for your guide in the arrangement. Arrange them in horizontal lines thus:

1-11-21-31-41-51-61-71-81-91
2-12-22-32-42-52-62-72-82-92
3-13-23-33-43-53-63-73-83-93
4-14-24-34-44-54-64-74-84-94
5-15-25-35-45-55-65-75-85-95
6-16-26-36-46-56-66-76-86-96
7-17-27-37-47-57-67-77-87-97

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Follow through the set in the same manner. After you have completed any of these tests, reverse it and do the same, beginning with the larger numbers and working back to the smaller ones.

Vary these exercises in as many ways as you can and keep track of how long it takes you to do a certain test, then do it again and see how much you can reduce the time required. For a guide in these tests the Code List is printed here with each corresponding number value.

Code Words and Number Values

1-Tie	11-Dot	21-Net	31-Meat	41-Heart
2-Snow	12-Town	22-Nun	32-Moon	42-Horn
3-Home	13-Dime	23-Enemy	33-Mama	43-Army
4-Wire	14-Deer	24-Nero	34-Hammer	44-Rower
5-Wheel	15-Towel	25-Nail	35-Mail	45-Roll
6-Sash	16-Dish	26-Hinge	36-Mush	46-Roach
7-Egg	17-Duck	27-Ink	37-Mike	47-Rock
8-Ivy	18-Taffy	28-Knife	38-Movie	48-Roof
9-Whip	19-Tub	29-Knob	39-Mop	49-Rope
10-Toes	20-Nose	30-Mouse	40-Rose	50-Lasso
51-Lady	61-Shed	71-Kite	81-Foot	91-Bath
52-Lion	62-Ocean	72-Cane	82-Vine	92-Pony
53-Limb	63-Jam	73-Gum	83-Foam	93-Bomb
54-Lair	64-Chair	74-Car	84-Fur	94-Bear
55-Lily	65-Jail	75-Glue	85-Veil	95-Pail
56-Ledge	66-Judge	76-Cage	86-Fish	96-Beach
57-Log	67-Chalk	77-Cook	87-Fig	97-Book
58-Wolf	68-Chief	78-Coffee	88-Fife	98-Beehive
59-Lap	69-Ship	79-Cap	89-Fob	99-Papa
60-Ashes	70-Goose	80-Office	90-Puss	100-Daisies

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After you have become familiar with the number values of the Code words it will guide you in case of any doubt as to the sequence of any words. If you should be in doubt as to whether Chief or Ship comes first you can prove the point by referring to the number value; Chief is 68 and Ship is 69, therefore the sequence is correct.

All Hitching Posts Numbered

Note that when you have the Number Code to work with that each Hitching Post has a corresponding number so that each item in your list is numbered. For purposes of filing information this is very helpful. You think of the Hitching Posts now as 1-2-3-4-5-etc. The word is simply an interchangeable object with a fixed value and 1 automatically becomes Tie in the picture. And when it appears in the picture it means 1. So on with all other numbers and words under one hundred. For use as Hitching Posts each list of ten in the list can be used as having the 1 to 10 value by dropping the first digit, as Net (2)1, Nun (2)2, Enemy (2)3, Nero (2)4, etc.

In working with the Code bear in mind every moment that the word is synonymous with the number. The number stands for the word and the word for the number, they never change. They mean now and always the same thing. Each stands for the other. This statement can not be made too strong. Neither can you be urged too strongly to practice

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with your children in the use of it. Become so familiar with it that when you hear the sound T it immediately means 1 and so on through the entire list. Words now have an added significance; for this purpose they have become and from this time they will be NUMBERS, as well as WORDS.

Always keep in mind that SOUND determines the number value of the word regardless of how it is spelled.

Forming Larger Number Words

In order to form words for larger numbers first become familiar with the figure value of the one hundred code words. These will often combine to form the larger number pictures. For example:

695 Sash—Pail
1291 Town—Bat
2499 Nero—Papa
8240 Vine—Rose

A combination picture of Nero and Papa would represent 2499. The danger of transposing the figures by recalling the picture as Papa—Nero 9924 instead of 2499, can be avoided by having the first object much larger than the second. In the case of 2499 picture Nero larger than Papa, or see Nero above Papa, or in front or preceding Papa. Adopt one of these methods and use it.

After a little practice you will often form one word for a number instead of combining the Code words. The beginner would represent 1210 by the Code words Town—Toes. Later he will recognize 1210

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as the sounds T-N-T-S. Combining these sounds the word TENTS will suggest itself.

If 1210 were a phone number and you made a clear picture association of Tents with the Person or Place you would have no difficulty in recalling the number.

Already you have an object representing the figures from 1 to 100, but very often you will wish to use figures far in excess of this. Any number in excess of 100 and below 10,000, or any number of three or four digits will be most easily handled by translating it into two words of the Number Code, or if you choose can be later worked into a single word. In the beginning you will find help by working in the following manner. Take the number 347. A combination of the Code words would be Home Rock, you could also use My Rock or Some Rock. Or you can make the numbers into a single word. Put down the figures thus:

3 4 7
M R K

Combining these letters with vowels you have the word MARK. Now take the number 994, the code combination for this number is Whip-Pear, or you could make the single word Paper.

The number 315 can be made into a single word. 315 is MoDeL. Translate the following into single words; refer to the Number Code, on page 72, when in doubt or in need of a suggestion. First, always sound the digits then let the sounds form into a word.

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101.....	510.....	121.....
415.....	195.....	745.....
941.....	994.....	426.....
624.....	140.....	925.....
315.....	147.....	015.....
410.....	412.....	649.....
953.....	150.....	539.....
300.....	074.....	751.....
741.....	942.....	642.....
211.....	210.....	951.....

Further Practice in Word Forming

It is not always necessary to put a vowel between the code sounds. Some letters combine into words without vowels between, as—

CuRTaiN—7412 CLuTTeR—7514 FaRMING—8437
BRaND—9421 PReaCHeR—9464 SPeNT—0921
PLaNT—9521 BuRGLaR—94754 SiLKS—0570

Also note that some words begin with vowels: Envelope for 2859; Amber for 394.

If at first you cannot easily form words for all numbers, do not be discouraged. Practice will give you most words instantaneously. Soon you will instantly recognize numbers like 285 as Novel; 741 as Cart; 101 as Toast. This ability will come quickly if you practice and in no other way will you acquire it.

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Adjectives as Helps

You have already found that some numbers of three digits cannot be made into a single word. Others that can be translated into words are sometimes difficult of visualization. To overcome these difficulties and to add greatly to the rapidity with which you can form large numbers, use adjectives for the first digits and the words of the Code list for the others. The combination is quickly made and easily recalled. You will find that in larger figures of six digits the idea works equally well.

1 Hot, Wet, White	6 Huge, Shy, Ashy
2 New or No	7 Sick, Gay, Weak
3 My or May	8 Heavy, Few, Wavy
4 Sour, Raw, Hairy	9 Happy or Webby
5 Low, Oily, Yellow	10 Dizzy

Select one of the adjectives for each digit and become familiar with it and use it continuously, unless another improves the sense materially.

165 Hot Jail	666 Shy Judge
263 New Jam	776 Weak Cage
333 My Mama	829 Heavy Knob
498 Hairy Beehive	993 Happy Bomb
568 Yellow Chief	1035 Dizzy Mail

The adjectives will be of great assistance as well in forming words for four digit numbers:

1149 Hot Trap	7195 Weak Table
2262 New Engine	8941 Heavy Bird

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A few additional examples of adjectives will show how helpful this idea can be made:

12—Thin	21—Neat	72—Keen
13—Dim	32—Mean	77—Quick
14—Dear	46—Rich	82—Fine
15—Tall	58—Live	65—Jolly
16—Dutch	62—Shiny	97—Big

For practice translate the following by use of adjectives and Code words, where possible, or adjectives and three digit words.

127.....	1147.....	21147.....
932.....	1932.....	29595.....
478.....	2746.....	32649.....
531.....	9127.....	61492.....
397.....	1392.....	45921.....
729.....	7146.....	72952.....
635.....	6592.....	15864.....

Telephone Numbers

Remembering telephone numbers is a practical application of the Number Code which can be helpful to all. There is probably no combination of figures you are more often called upon to remember than these. When you need them you need them at once. Master the Number Code and you will find that it has paid you many times in this application alone.

Translate the phone number into words and associate them with person, office, place of business, or in any way that will make a good picture which will

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be easily recalled. The illustrations which follow are instances taken from actual practice.

Hotel—phone number 1740, THE CARS may be used to represent 1740. This hotel, the Brown Palace, in Denver, is a triangular building with cars running on every side, suggesting "THE CARS."

Fire Department—phone number 3084. MISS FIRE stands for 3084. An easy association is that the fire men miss the fire.

Bank—phone number 9795. Here we substitute BIG BILL for 9795, a bank which has many a BIG BILL.

Railroad—phone 1784. TAKE FARE association. The railroad always takes your fare.

Laundry—phone 7540 COLLARS. Association. Collars are in the laundry.

Butcher—phone 531. ALL MEAT. The butcher sells ALL MEAT.

Telephone Exchanges

Knowing the district in which the phone is located will often suggest the exchange, but when necessary make a Reminder Picture for the exchange. Following are some examples which have been used by students:

Main—The Battle Ship	Harrison—Hair or Hare
East—Yeast	Randolph—Ran off
Beacon—Lighthouse	Champa—Champion
Wabash—Wash	Proctor—Doctor

These are suggestions only, much depends upon

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the individual; make your own reminders. The same exchange may be more easily remembered by different visual images for each of us. Use the means that suits you best. If the exchange is represented by a reminder make the double visual impression, as—

An Abstract Co., Champa 1208
They have the Champion TIN SAFE
A Restaurant, Main 8518
They have Main(ly), VEAL TOUGH

Remembering Addresses

A student was asked to call upon a party at 2214 Third Street, and was cautioned by the man giving the address that he had better write it down. The student remarked, "It isn't necessary, I can easily remember it." Which remark, needless to say, created a favorable impression. 22 is NUN, 14 is DEER. The student made a mental picture of a NUN leading a DEER HOME (Third Street).

Another address was 1939, which is quickly transferred to a picture of a TUB and a MOP.

Remembering Fractions

Fractions can be converted into words and thus carried in the mind with exactness. A great many are illustrated in the following list. These words all begin with the letter S for uniformity and to make it easy to remember that the word represents a fraction:

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1/2—Stone	1/5—Steel	9/10—Spats
4/5—Sorrel	1/8—Stave	1/6—Stage
1/4—Steer	5/6—Sledge	3/5—Sawmill
3/4—Summer	1/3—Stem	7/8—Skiff

Other words can be made for the other fractions. 1/7 would be Stock and 2/7 Sneak, and 3/7 Smack. A combination of these words with the Code list will help with fractions. 9 1/4 would be WHIP STEER. 12 2/5 is TOWN SNAIL. 54 1/2 is LAIR STONE. 35 1/6 is MAIL STAGE.

Remembering Department Numbers

In learning the department numbers in a large department store it is simply necessary to associate the goods sold in the particular department with the Code word, and if desirable, the name of the buyer can be associated also.

Remembering Color Numbers

The color numbers in a wholesale house, some sixty of them, were learned by one student while reading them over slowly. Color Number 1 is Black, BLACK TIE. Color 12 is Gold, a GOLD TOWN. A little more difficult is 51, Gettysburg gray. Here a man is wandering over the fields of Gettysburg in the Gray dawn with a LADY (51).

The Game of Memory Demonstration

Excellent practice and a great deal of pleasure can be had by letting some one give the child a series of ten words to be remembered in connection with the numbers which are written opposite them.

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They can be given out of order and this will make a stronger impression and be as easy for the child.

The numbers 1 to 10 will be represented in his mind by the Code words TIE to TOES. Each will be pictured in turn with the word given for the number. Let the one giving the words write the numbers 1 to 10 in a vertical line, and as he writes the word opposite tell them to the child taking the demonstration. For example—5 is Window. This immediately becomes a picture of the WHEEL (5) and a Window. Throw the Wheel through the Window. Next he might be given 10, BOOK. A picture of TOES and Book. 3 is FIRE, a picture of a HOME (3) on Fire. 1 is CANDY, sticks of Candy bound up in a TIE (1).

Each word and number are to be visualized together. When the ten have all been given, the child begins with 1 (TIE) and recalls the object he pictured with it; next 2 (SNOW) and recalls the word pictured with it, and so on to the end of the ten. Recall each one in sequence even though given out of order.

A practice demonstration :

5—Window	1—Candy	4—Bank
10—Book	9—Fish	6—Apple
3—Fire	8—Auto	2—Stone
		7—Horse

Begin with 1 and recall them in sequence.

A Number Demonstration

Instead of the words, as used in the preceding

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game, follow the same plan as with two digit numbers, as—

1 is 29	4 is 100	7 is 35
2 is 93	5 is 61	8 is 12
3 is 57	6 is 44	9 is 98
		10 is 86

This is simply a combination picture of two Code words. One is TIE and 29 is KNOB, a picture of a huge red TIE hanging on a KNOB will answer the purpose.

2 is SNOW and 93 is BOMB, a big, black, sizzling BOMB in the SNOW bank. Picture each pair as given and recall them by first recalling the Code word for the position in the list and it will be associated with another object in the picture, the number value of which is the number as given.

Accuracy in this game is dependent upon being familiar with the Code, know the sounds, and if the Code word for 57 does not come to mind easily use any word with the two sounds L and K and it will represent 57. You could use the word Lake, Elk, or Leg, any one of which will enable you to remember the number.

Other uses of the Number Code will be given in the next book, and there will be found many applications of it to the needs of the child in his school work. It is helpful in many ways and should be mastered both for its usefulness and for the value in mental development which will come from practicing with it.

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REMEMBERING PEOPLE'S NAMES

To forget names is a common failing. Many people can remember faces but fail when it comes to recalling the name. This is mostly the result of inattention. Remembering names is more difficult than remembering some other things, and for this reason many have fallen into the habit of not trying.

One thing which contributes largely to this neglect is a lack of definite knowledge of how to accomplish the result. The principles of memory, as given previously in this book, can be applied to prevent this common failure.

While children do not have to remember names as much as adults do they should have the principles well in mind and be trained in the use of them. They should form the habit of paying attention to the names and remembering them. Parents should require them to call the people they meet by name and to realize the value of being able to do so. Almost every one can remember faces of strangers more easily than they remember names. This is because of the difference in strength of the two senses

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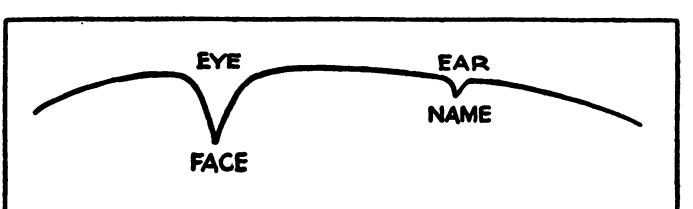
used in making the impressions. The eye nerve carries the picture of the face to the brain. The ear carries the sound of the name. As we have learned, the eye impression is nearly twenty times stronger than the one made by the ear.

Eye impressions are lasting and can be recalled when the impressions by the other senses can not.

It may be helpful to illustrate the result of your meeting with a Mr. Penn in the following graphic way. In the following drawing let the curve represent the surface of the brain, and the depth of the groove the comparative impressions made by the two senses.



This could illustrate the strength of the two images under the conditions, where the face was seen only as the name was heard. On the other hand, this is not usual, as a rule you hear the strange name but once, but you see the face for several minutes, sometimes for half an hour. During the time that you are looking at the face the eye is making a deeper and deeper impression upon your brain.

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The ear never has had and never can have the same ability to impress the brain as the eye. It will never be possible to remember names as easily, or for as long a time as faces, if you depend upon the impressions as normally placed upon the brain by the senses.

To Remember Names

The problem then is to first equalize the impressions of the face and name so that each will last and can be recalled with equal ease. The impression of the face was made by your physical eye; at the same time there is your mind's eye faculty which is dormant, not being used. With it you can learn to make an impression of the name upon your brain which will be as strong as the face impression made by the eye.

In order to recall with equal ease two mental impressions, they must be made with equal strength.

When you meet a stranger his face becomes a picture impression upon the brain, the first impression of the name is made by the ear, but it can easily and quickly be made into a mind's eye picture which will be many times more available. This mind's eye picture can be unusual, exaggerated, and moving, so that its strength can be regulated at will. The result will be two visual impressions, the face by the eye, the name by the mind's eye. These can be equalized by repetition so that when you recog-

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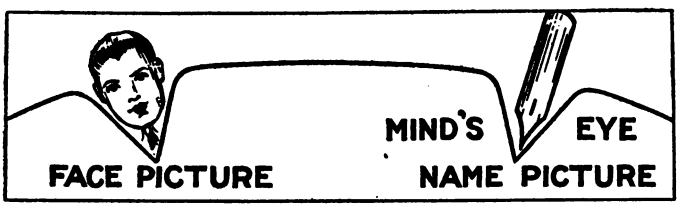
nize the face it will be possible to recall the name as well. Let us adapt the former illustration and we have a picture of the face and a picture of the name impressed upon the brain.



Instead of retaining only the slight impression made by the ear, you can have two impressions, both made by the sense of sight. Apply this knowledge, and remembering names will become a much simpler matter.

The Name Picture

When you heard the word Tie spoken you quickly transferred the ear impression into a mind's eye picture of a TIE. Do the same with the name of Mr. Penn. This is a word which has a definite meaning and it suggests a concrete picture. You can see the pen; see all the details of its shape, size, markings, etc. See this in your mind's eye, visualize this picture of the word pen. It can be exaggerated and you can animate it and put it into motion with many unusual or ludicrous circumstances. In other words, this Name Picture can be as firmly impressed upon your brain as you wish it to be.

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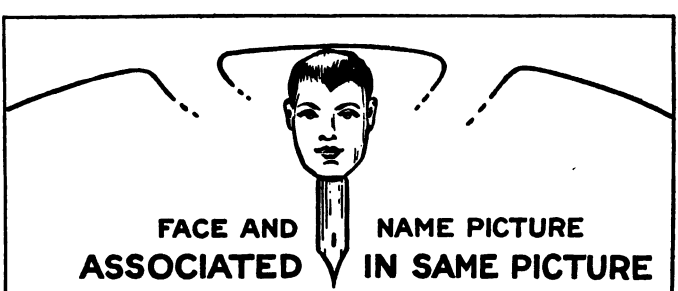
Association Next Important Step

When you wish to remember the Tie and Snow together, or to use the Tie to recall the Bread, you took advantage of the Law of Association. The two were pictured together and thus impressed upon the brain at the same time. If you wish to be able to recall the name when you see the face you must associate the Face Picture and the Name Picture together in the same impression.



You will remember that success in the use of associated picture impressions depend upon one of the objects in the picture being familiar and easily recalled. In this case the Name Picture is associated with, or hitched to, the Face Picture. The Face Picture will always be present when the name is wanted. The person may come into your home, or you may meet him outside, in each case when you see the face it will bring to your mind the picture of the name.

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To Remember Mr. King

When you meet a stranger take this opportunity to get a Face Picture of this person impressed upon the brain. When you hear the name, King, you have a light temporary ear impression of it. Take this ear impression of the name and quickly transfer it into a mind's eye picture of the king. Then into this picture of the king place the face picture, see the face of this Mr. King sitting on the throne, wearing the crown and robes and waving the scepter. Make this Name Picture strong, exaggerated and unusual. Here you are combining a mind's eye impression with a physical eye impression and the one is definite, a real thing, while the mind's eye impression seems, in comparison, to be vague and indistinct. It is a strong impression, nevertheless, and very little experience and practice will be necessary to prove its value and availability.

You must, of course, hear the name distinctly. You can not remember it if you do not know what it is. The first impression of the name must be definite and certain, do not hesitate to ask to have the name repeated or even spelled. The person will be complimented that you are making an attempt to remember him.

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It will help you to become conscious of these mind's eye pictures if you will look away from the stranger's face for a moment and see both the face and name pictures in the visual impression which you have been forming. This can be done for an instant during the conversation, or at some other opportunity.

Associating Name and Face Pictures

Go into any savage or semi-civilized tribe today and you will find that names are given because of some trait of character; some peculiar characteristic; some unusual appearance or accomplishment. About fifty per cent of the names you meet with are nouns, words with a meaning which suggests definite, concrete pictures, which can easily be associated with the faces of the persons just as we have done here with the name King. Note these examples:

Mr. Gun	Mr. Starr	Mr. Wells
Mr. Stone	Mr. Ring	Mr. Bell
Mr. Cotton	Mr. Street	Mr. Penn

There are thousands of names just as simple, including colors, animals, birds, fish, fruits, and almost every object. All these can be easily visually associated with the face.

Obtain a Meaning by Change

Many names do not come under the classification of a direct and simple meaning because of a little change which may have been made in the manner of spelling them. Others can be converted into

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some simple meaning which can be easily impressed upon the mind by making a slight change and spelling the names as they sound. In other words, by remembering them as they sound rather than as they are spelled.

The following examples are common:

Mr. Rhodes—roads
Mr. Coyle—coil
Mr. Knoble—noble
Mr. Reuter—rooter
Mr. Baran—baron
Mr. Asche—ash
Mr. Lyon—lion

Use the picture here as Mr. Perrett. The name as it sounds calls to your mind a bird. See the bright green parrot flying around his head and perching on his shoulder; see the vivid color of the bird. Close your eyes and review this picture association of the face and the name. Do this until you can see it with your eyes open.

Meaning in First Syllable

Many names which seem to present difficulties upon first hearing them simply need a little attention and analysis. At times when names have escaped you, you have gone back to the alphabet and

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by running over the letters have found that the first letter suggested the name wanted. Some names which are apparently difficult will be easily remembered if you will notice that the first syllable of the name is a noun and has a definite meaning.

You meet Mr. Carruthers. This name presents considerable difficulty until you notice that the first three letters spell the simple word "car." By visually associating the object "car" with his face and repeating the name Carruthers a couple of times, you will find no difficulty in recalling the name.

Note these examples of this method of using the first syllable for the Name Picture:

Mr. Bellamy—bell
Mr. Reardon—rear
Mr. Raymond—ray
Mr. Seagraves—sea
Mr. Ringling—ring
Mr. Burroughs—burr
Mr. Dennison—den
Mr. Bushnell—bush
Mr. Boardman—board
Mr. Pierson—pier

Practice with this idea by using the face here as Mr. Woodhead. See a stick of wood on his head, pile it there and see it roll off, don't be afraid to make strong, unusual Name Pictures. You will not

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have to tell the man how you remembered his name, but to do it will be one of your greatest business assets.

Meaning of Vocations

Almost every vocation has been used as a proper name. Undoubtedly the name comes from the fact that the forefathers followed that vocation. In every such case see the person working at the trade. For practice use this man as Mr. Smith, suggesting a blacksmith; see him working at his forge, see the anvil, the sparks, the hammer, see him strike. Make a strong, vivid picture. (Smith comes from the word Smythe—meaning hitter.)

Other examples:

Mr. Miller	Mr. Fisher	Mr. Shoemaker
Mr. Carpenter	Mr. Plumber	Mr. Butcher
Mr. Gardner	Mr. Painter	Mr. Walker

Each name picture of a vocation should contain the scenes which are familiar to you. Mr. Carpenter has a hammer and nails, working at the carpenter trade; Mr. Gardner, with hoe and spade, is caring for his garden.

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Familiar Name Pictures

There are many names which do not have a meaning and are not readily changed to suggest a picture to be associated with the Face Picture. On the other hand, these names will suggest Name Pictures with which you are thoroughly familiar. They will suggest a location, article, place, or some familiar fact that can be used for the Name Picture and which will recall the name to your mind when you see the face.

Make it a rule to associate the unknown with the known.

Geographical Name Pictures

The first one of five groups of familiar pictures of proper names is the Geographical group. You meet a stranger by the name of Mr. Lansing, and the name immediately suggests the city of Lansing, Mich. If you are familiar with the city of Lansing you can very easily make a visual picture of this person standing in some particular street or familiar corner of the city.

It is not necessary, however, to have a personal knowledge of the geographical location. The picture association of a stranger's face with the geographical location will be sufficiently strong if you see him holding the map of Michigan and pointing out the spot where Lansing is, or any other similar picture which may suggest itself to you.

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Use this picture for Mr. Holland. This name immediately suggests a picturesque country of Europe. See this strange face by a Dutch windmill and the people in their distinctive costumes grouped around, see motion in your picture, the windmill turning and the people passing by.

A few common geographical names follow:

Mr. Birmingham (Ala.)
Mr. Billings (Mont.)
Mr. Davenport (Ia.)
Mr. Lyons (France)
Mr. Hudson (River)
Mr. Ogden (Utah)
Mr. Platte (River)
Mr. Cleveland (Ohio)
Mr. Patterson (N. J.)

In some cases you can make a change in the spelling of the name and in this way associate it easily with a geographical picture. As:

Mr. Bostrom (Boston, Mass.)
Mr. Knoble (Knoblesville, Ind.)
Mr. Molan (Moline, Ill.)
Mr. Haig (Hague, Holland)
Mr. Jameson (James River)
Mr. Bixby (Bisbee, Ariz.)

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Advertised Name Pictures

There are scores of proper names which, as soon as mentioned, will bring to your mind the picture of an object which has been constantly advertised. Having seen this article so often has fixed its picture and name indelibly in your mind. As soon as you see the article you can without hesitation speak the name. When you meet a stranger by the same name, as you often will, associate the Face Picture of the stranger with the familiar object for your Name Picture. When you see this face again you will recall the object which you can name without difficulty. For example, the face here may be of a Mr. Gillette, who may not be familiar to you, but if you hear the name Gillette it suggests the picture of a Safety Razor. When you meet a stranger by this name, see him shaving himself with a Gillette Razor. Review your picture a few times and when you meet the man again his face will suggest your Name Picture and you can call his name from the object in the picture. There are many opportunities to use this method, your own city will have many familiar trade marks and signs

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which you can use, as well as those nationally advertised.

A few examples:

Mr. Hudson (auto)	Mr. Sanford (ink)
Mr. Campbell (soups)	Mr. Douglas (shoes)
Mr. Armour (meats)	Mr. Cluett (shirts)
Mr. Knox (hat)	Mr. Parker (pens)

Names Suggest Familiar Faces

Many names immediately suggest familiar faces, which you can name any time, anywhere. You often compare the strangers you meet with them and note the similarities. Constant repetition has fixed these faces so thoroughly in mind that there will be no confusion in naming them. You pass a stranger on the street and some one says: "How much that man looks like Lincoln," and you reply, "Yes, but Lincoln was taller and did not have such large eyes, and his nose was entirely different in shape. And Lincoln's mouth was fuller, too, not so thin and straight." This comparison is possible, because of the clear, definite picture which has been formed in your mind of President Lincoln.

These familiar faces which you can recall so definitely in your mind's eye will be of wonderful as-

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sistance in remembering strangers by the same name. Practice with this picture as Mr. Grant. His face may be strange to you, but the name immediately suggests a familiar face. Now see these two faces in the same picture, see the familiar face looking over the face of the stranger, see them meeting, shaking hands, talking, laughing. Exaggerated, moving, unusual pictures are best. See the familiar faces clearly as possible, and compare the two; one is tall and the other short, one dark the other light, one has a beard and the other has not, etc. All comparison helps to make the mind's eye picture more definite and to strengthen the associated picture through prolonged attention.

Historically Known Faces

The faces of these familiar names are fixed in your mind by reading history, as—

Gen. Sherman	Thos. Jefferson	Gen. Kitchener
Gen. Lee	Geo. Washington	Benj. Franklin
Gen. Sheridan	Wm. McKinley	Admiral Dewey

Some names suggest both geographical and historical reminders. For example:

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Livingston	Raleigh	Chester
Columbus	Decatur	Hannibal

Other Well-Known Faces

A much larger number of names will suggest faces which have become fixed in your mind by your having seen their pictures in magazines, papers, cartoons, etc.; men who are active in politics and the accomplishments of the present day. These you can connect in the same way; use the known face as the name picture; see the two faces together; put your mind to the comparison, make it active, feel interested. When meeting strangers do not allow your mind to be dormant, make it work, this is imperative.

A dormant mind is impregnable; an active mind is absorbent.

Notice how the cartoonist observes the peculiarities of appearance and exaggerates them in his pictures; don't be afraid to use your imagination in your mind's eye pictures for remembering men's names.

Examples of well-known faces:

Mr. Bryan	Mr. Balfour	Mr. Ford
Sen. Kitchen	Gen. Pershing	Mr. Edison
Mr. Hoover	Mr. Baker	Mr. Wright
"Joe" Cannon	Mr. Daniels	Mr. Schwab

How many of these faces can you see clearly in your mind's eye? How definite are they?

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Make Use of Your Friends' Names

The names of your friends with which you are thoroughly familiar will bring to your mind a clear visual impression. You can see the face as soon as the name is mentioned, not of the few but literally of hundreds of people. Learn to take advantage of this great series of Name Pictures, which you can indelibly hitch to the Face Picture of the stranger who chances to bear the same name. Use the same method as before, see the two faces clearly, compare them to make the mind's eye picture of the friend's face definite. Use motion, think, become interested, and every other means to make a strong, lasting impression.

Observe the Facial Appearance

The peculiarities of appearance which are easily detected by the physical eye constitute one of the most helpful methods of associating the face and the name together. You will find as you practice that this means is very often available. It is not possible to take advantage of this opportunity, however, unless you are observing. In fact, to the unobserving person there is no peculiarity about the appearance and therefore no aid.

For this purpose it will pay to give considerable attention to the development of the observation. You will find the stranger's appearance more and more helpful to you as you develop your ability to observe keenly the faces of the persons whom you meet. Many people have some distinctive or prom-

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inent characteristic which will directly suggest the name, or with which the name may be associated.

Note this peculiarity of the stranger's face, and quickly associate it with the name as you hear it. Use your imagination and strengthen the association as much as possible, enlarge and make more prominent the peculiarity which you have noticed. If you meet a Mr. Cole and his hair is dark, note the fact. See his hair as black as coal, in your picture. Imagine taking a big piece of soft coal and rubbing it over his hair to blacken it. The picture here is for Mr. White; note his snow-white hair and mustache; note these facts carefully, they will suggest the name immediately upon your seeing the face again.

Sometimes you can use the whole face, sometimes only certain peculiarities, a deep wrinkle, a scar, a blemish, etc. Sometimes it will be the general build of the body or the expression of character. Sometimes the similarity will be very noticeable. Other times the decided contrast will be as useful in fixing them in mind.

Color of hair or complexion is often helpful and may be more apparent if you use the idea of changed

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spelling, or taking the name as it sounds rather than as it is spelled. A few examples follow:

Mr. Short is a small man—short.
Mr. Biggar is short and slender, suggesting that he could be bigger.
Mr. Stout—is very slender.
Mr. Smiley—is stern and cross looking.
Mr. Gray—has gray hair.
Mr. Redman—has rosy, pink cheeks.
Mr. Molar—has a large mole(r).
Mr. Fisher—has deep wrinkles, fissures.
Mr. Baldy—is very bald.
Mr. Reddish—has sandy hair, reddish.
Mr. Remlinger—is bald with a rim of hair lingering.
Mr. Eyer—has bright, keen eyes.
Mr. Cloes—looks close and stingy.

Other Helpful Associations

The circumstances under which you meet a stranger may easily lead you to a strong association which will impress the face and name strongly upon your mind.

To meet—

Mr. Dombville (dumbbell) in a gymnasium suggests a good picture.
Mr. Long—keeps you a long time talking, and you easily remember the name when you meet him again.
Mr. Pugh (pew) you may meet at church.

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Vocational Hints

Something about a man's business or the things he sells may help you. When you meet a man and find difficulty in picturing his name ask him what business he is in; this is well to know and may be helpful in remembering the name. All the examples given in this lesson are actual circumstances, not flights of imagination. This vocational idea is helpful because it starts you thinking about the name. Thought is the important factor. If you will learn to think intently you will remember.

Mr. McCash—is employed in a bank.
Messrs. Puls & Puls—are dentists.
Mr. Caution—is a banker.
Mr. Kamerer—sells Kodaks (cameras).

The Thought Channels

The law of association is wonderful in its operations, and the principles upon which it operates can be relied upon to help in cases where it seems almost impossible to make a picture impression. The thoughts you think when you see the face will return when you see it again, just as the conversation and other circumstances do. In trying to remember names that are difficult to picture, think intently about them, silently ask and answer questions about the person or his name, think of the peculiarity and just how it is spelled. See the name spelled in large letters, clear and definite. The Law of Association will tend to recall these impressions when you

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see the face, and by their aid you will in most cases be able to recall the peculiar and difficult name.

Because a name is difficult few remember it, and its possessor is "bored to death" by continually repeating and spelling it. Here is your greatest opportunity; to remember this name will make a greater impression than if it were an easy one. When you feel that you cannot do anything else with a name think intently about it, make your mind active, become interested, stimulate some strong feeling of pleasure at meeting him, give the impression a strong stimulus.

Review Is Essential

In an earlier chapter we found that a mind's eye picture would last for hours, but if discarded, or not reviewed, it would gradually fade away, time will inevitably erase it.

We also learn that to retain an impression permanently it must be reviewed several times and preferably at frequent intervals. Names of the people you meet, whom you wish to remember, must become permanent knowledge and must be reviewed or you cannot expect to accomplish the result. While the visual picture can make the strongest possible impression it will not become permanently available unless reviewed.

This review and practice in the use of the visual faculty will gradually improve the strength of the mind's eye picture and develop the habit of atten-

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tion and concentration. The first review should be made shortly after the first impression, to insure its being distinct and vivid. Even while talking with the party see again your name picture associated with the face. Most names get away from you during the first thirty seconds after hearing them. Quickly make your Name Picture, associate it with the face and then review it. After a short interval do it again; when the party leaves call him by name and as soon as he is gone review the mind's eye picture of his Face and Name.

It is helpful to call a stranger by name during the conversation, speaking it clearly and distinctly. This will be of special value to those who have found that they are ear minded.

When being introduced to a group of people whose names you wish to remember, do not go rapidly, take a reasonable time to each name. After you have met four or five find some opportunity to glance back and review the faces of their associated Name Pictures, then meet a few more. As soon as possible review all the names in your mind. In no other way can you expect to remember a number of them. At least not until you have gotten considerable practice, and this is the way to practice.

Methodical Review Best

This review of the names of the strangers you have met is one of the very necessary links in your success. You should do so each evening, or at some

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other convenient time of the day. Quietly go over the day's experiences and recall the faces and names of all the people whom you have met. Each name should be reviewed several times, by means of this review you can meet and name the stranger often enough to make his name as familiar as you wish. When he meets you the second time, you will surprise him by readily calling him by name. He may say, "Why, how do you remember my name; you only met me once?" The fact is you have met him as many times as you have visually reviewed his name and face together.

The most accurate method of review is to write the name of each stranger into a small note book, or on a pad on your desk. Each time you review the name check it off; after you have checked it five or six times you will be familiar with it and can dispense with further review.

Merely to go over the list and check the names is of very little value, the review that will get results is the visual review of your associated picture. See both the name and face pictures again, review names and faces just as you would House and Clock by seeing the picture.

A Review Test

Use the pictures of men given in this chapter, and review; as you read each name stop a moment and see the face as clearly as possible in your mind's eye.

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Mr. King	Mr. Smith	Mr. Grant
Mr. Perrett	Mr. Holland	Mr. White
Mr. Woodhead	Mr. Gillette	

Good Observation Necessary

While it seems easy to retain a picture of the face, yet the value of the impression for quick and accurate recognition will depend upon the observation of it. The games and exercises given in the first book will have developed this faculty in the child, but you should call his attention to the value of it here and urge the importance of making a special effort with the faces of the people whom he meets.

After the person, to whom the child has been introduced, has gone, see how much of a description he can give you of him. Help him to be systematic in his observation. First, estimate his height, weight, and general build. Second, tell the color of his hair, eyes and complexion; size and shape of his nose, chin, etc. Third, how did the child like him? Encourage him to form a definite conclusion as to just what kind of a person the visitor is. This is important and will be helpful later, but will need careful guidance in the formative years. Helps which you can give in reading character should be imparted to the child. Tell him all that you can of how you judge and estimate people, encourage him to study this important subject as he grows older. There are very helpful and scientific books available on this subject.

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The ability to recognize and remember people, without regard to their name, is based upon just this kind of an observation and study of them. Observation is the resulting mental image after the removal of the object from view. Your ability to observe people is measured by what you can definitely recall about them when they are gone. Recognition of them will be based upon the memory of just these points mentioned and in turn the memory, of course, can be no more distinct than the impressions made upon the brain while the person was before you. Observation then is the basis for the recognition of people, and to improve it is of utmost importance.

Systematic Observation of Faces

There are three principal steps or points to be noticed. First, the size and general build. This can be done while the person is approaching as well as at the introduction. Because of the similarity of faces the size and build of a person will often be the point that will insure accuracy in recognition. You see a person at a meeting who looks very much like Mr. A whom you met yesterday, but Mr. A was a tall, slender man, this man is of medium build, and so the difference in size helps greatly in determining the identity. When meeting a stranger get a general outline picture of him. It will be helpful to make a mental comparison between the stranger and yourself, as to size, etc.

Second, the observation of the face should be espe-

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cially keen and attentive, both for purposes of recognition, and because the face becomes the Hitching Post for the name. When being introduced, and during the conversation, study the face carefully. First as a whole for a general impression, and then in detail. Notice the hair first, determine its color, condition, heavy, sparse, bald or curly, and note any peculiarity. Then observe the eyes, nose, mouth, ears and complexion. Form the habit of starting at the top of the head; be systematic; and let the attention move from one feature to another.

What is the result, how much will you later recall? No more, and in fact no less than you can now see in your mind's eye picture when you look away or close your eyes for a moment. Apply this test and then look back again and improve the mind's eye picture. Add to it as much more detail as possible. Be especially careful about noticing the peculiarities of this face; any wrinkle, blemish or oddity of any kind will be helpful in later remembering it.

A natural memory for faces may be good, but it can be improved, this kind of definite effort will get results. Any uncertainty in recognizing people will be largely eliminated by improved observation. For practice in this observation of faces use pictures in magazines or papers as well as the faces of the people you meet.

Third, let the observation of the face be crystallized into a definite opinion regarding this person. Instead of considering him as an object of which you

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are trying to get an especially good mental picture, consider him now as an individual and decide how you like him. Help the child to form correct opinions. To know the business in which he is engaged, place where he lives, his avocation, and favorite form of recreation will all aid in forming a strong and definite impression of this person. It is not always possible to go to this extent, but get as far as you can with it, the more you succeed the more help you will have in remembering. Each effort will aid the memory in that particular case—and help to form the valuable habit of close observation.

The Game of Faces

Get a number of pictures of strange faces, such as you often see of a convention, or take them from magazines. Cut them apart and take five of these faces and observe them carefully. Make a deliberate effort to note any peculiarity of these faces or anything about them that will help you to identify them. Mix the five among the rest, now run through the entire group of pictures and see if you can, without hesitation, pick these five from the others. Practice until you can do this. Leave these five faces out of the group and select five more; observe these in the same manner. Now mix the last five with the large group and identify them as you did the first five. Now take the ten and shuffle them into the large group and identify them the second time. Divide the ten in the two original groups of five so

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that you have the first five and the second five separate. When several children are playing this game together a score may be kept.

Mental operation becomes habitual and such practice will help the child form the habit of close observation of faces. The more difficulty he has in accomplishing this the more it shows his need of just such mental training. Let a week or so elapse and then go back to this same group of pictures and try the same exercise again, urge the child to look away once or twice and to make a real effort to build up his mind's eye picture.

Have several sets of pictures of faces so that this exercise can be continued as often as possible.

Progress by Practice

To recognize people accurately and to be able to call by name is a wonderful asset in business or in social life. Your children can have this advantage if you will see to it that they realize its importance and make a deliberate effort while young. They will easily form the habit and thank you for it all their lives.

The ideas and principles in this chapter should be studied by the parent and imparted to the child as he advances in years and becomes able to use them. Do not make the common error of waiting too long or expecting the child to get this for himself. We all like to have children remember our names as well as to have elders do so. The pictures which appear on

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the preceding pages were for the purpose of practice and should be learned.

The Name Game

Take the same pictures used in the Face Game, on page 116, and put the names of each on the back. Now learn the name of five, making good strong name pictures, use every idea suggested in the chapter. Review the five and learn five new ones, now review the ten, and follow this plan until you have learned not less than twenty names.

Take the twenty learned and shuffle them and lay them one at a time on a table in front of you. Try to name the person instantly; wait only a moment and if you do not recall his name, place the card in a pile by itself. Go through the twenty and see how many you can name; do this often for practice. Use this group every day until you are familiar with all. Enlarge the group by learning ten new ones each day. When possible have some one hold the pictures for you. Try always to improve the score and also to decrease the time necessary to name the group. If there is more than one person learning the names, make a game of the idea, each taking the picture which he names first, seeing who can get the largest number.

The Game for Quick Naming

After several persons have learned the names of the pictures shuffle the cards and deal equally to the players. The one to the right of the dealer lays a pic-

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ture in front of the player on his right and immediately starts counting slowly from one to ten. The person on his right must name the picture before the other counts ten. If he succeeds in doing so he takes the card and starts a pile in front of him on the table face down. If he fails, the one on his right has an opportunity to name the face while the one showing the card again counts ten. The opportunity to name this card passes on to all players, the first one giving the correct name keeping the card and continuing the play by showing one of the dealt cards to the person on his right. If no one succeeds in naming the card, the one playing it tells the name and adds the card to his pile on the table and shows another. The play continues as long as any one has any of the cards dealt. When all are out each counts his pile on the table, secured by properly naming them, and the one having the largest number wins.

The Game of Introductions

Take a group of strange pictures and have someone show five or more to you and name them as if you were being introduced to strangers. Use your knowledge of how to impress the faces and names upon your mind. Do not pass them too quickly; take time to be sure. Just this practice which you are now doing will make it possible for you to go more rapidly and at the same time to be accurate.

After you have been introduced to the group of pictures, let the person hold up any one, you naming

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it, and so on through the group. Keep at this Introduction Game until you have become able to meet ten strangers and later name each.

Think what this ability will mean to you in business and in winning the favorable attention of your fellow men. Carry a few small pictures in your pocket, using odd moments in which to practice with them. Paste them on cards and use them wrile riding on the street car. Practice for profit.

Suggestions to Travelers

Traveling salesmen or others whose work takes them back to a city occasionally will find great help in keeping a written list of the names of those whom they have met in each city. Carry the book with you and as you are traveling towards the city, exercise your mind by going over the list and making a visual review of the faces and names of those whom you may expect to meet when attending to your business in this city. It will prove to be valuable to refresh your memory from time to time.

Same Principles Involved

The problem of remembering names is the same as remembering anything else and can be solved by the use of the same general principles. Attention and concentration are necessary and produced by the visual picture. To recall this name at will you take advantage of the Law of Association, and hitch the Name Picture to the Face Picture. The face becomes

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our Hitching Post and when you see it you see with it the mind's eye picture of the name.

Name should become permanent knowledge and this is accomplished by an occasional review until you have made a permanent impression.

Remembering the Initial

It is sometimes necessary to remember the initial as well as the name. Often it is as hard to remember initials as it is figures, because they have no definite meaning. An inquiry as to the names which the initials stand for, will be very helpful. It is much easier to remember George Henry than the initials G. H.

Initials which occur in alphabetical sequence are easily remembered and many times you will find that the first letter of the name continues the sequence, as: R. S. Thompson; F. G. Hibbard; D. E. Ferris.

Sometimes you will find the initials spelling a single word, as E. D. which can be taken to represent the given name "Ed", which is short for Edward. You will find many cases where the initials will spell a simple word such as:

R. A. Gunn (Rag) P. A. Scott (Pas-s).
R. I. Pitt (Rip). J. A. Marks (Jam).

At other times the initials will be those of names which are familiar to you because of historical, political or other well known associations, as:

S. A. Burke—will remind you of Samuel Adams Burke.

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W. J. Casper—will suggest William Jennings Casper.

There are many initials which will represent titles or well known ideas such as the names of lodges and societies:

D. A. Rasmussen can easily be associated with the D. A. R.—Daughters of the American Revolution.

C. E., Christian Endeavor or Civil Engineer.

D. R., Doctor.
P. M., Post Master.
A. D., Anno Domini.
N. W., North West.

Make Initials Into Words

Another helpful idea is to make words beginning with the initial, either descriptive words, or those that can be associated with the business. You meet a Mr. R. E. Pasley in a real estate business—R. E. Pasley, Real Estate Pasley.

R. I. Sterns (a printer)—Red Ink Sterns.

H. R. Paul (hat dealer)—Hat Retailer Paul.

Both Initials In One Word

In many cases the two initials can be formed into the same word, the first letter of the word being the first initial and the last letter the last initial. The following are some examples:

H. R. Gray. His hair is gray which helps to remember his name and the initials can be made into the word HaiR—HaiR Gray.

L. T. Robinson, LighT Robinson. (Mr. Robinson is a light blond.)

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M. L. Harber, MilL Harber.
C. D. Dauchy, CarD Dauchy.

The Price Must Be Paid

You realize full well the value of the ability to call people by name. You have often wished that you had this ability. It is one of the priceless assets in a successful business career, and to attain it is to reach one of the high principles of mental development.

The ability to remember proper names is not an exceptional gift, but is an acquired faculty based upon the use of simple means and of personal effort.

Knowledge is power, but only when applied. All the knowledge in the world is of no value to its possessor unless used. You are successful in life just in proportion as you are using the knowledge which you have.

A dependable memory for names as well as faces is within your grasp. The knowledge imparted in this lesson, simple as it may seem, has been used by thousands of business men to develop reliable memories for Names and Faces.

You will have many opportunities to prove it in the next few days. Be true to the method. Make a deliberate attempt in each case. Force your mind to wake up and get on the job. Do not be content until you have a definite association which you are going to use to remember each particular name.

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Under no circumstances allow yourself to neglect the review. Each review adds new strength to the impression. Only strong impressions can be recalled at will. Make it a part of your business to remember the names of the people to whom you are introduced. Know every customer; if the list is a long one, do not expect to learn them all in a week, but do not let a day pass without fixing definitely in your mind the names of several. Children should learn the names of every scholar in the room and of all the teachers in the school.

The persistent use of this definite knowledge will accomplish results that now seem impossible. It is the use of the knowledge that will bring progress.

"He who learns and learns and acts not what he knows is like the man who plows and plows and never sows."

You may feel yourself handicapped in life because of a poor memory. This shortcoming can reasonably be charged to a lack of right knowledge.

You cannot say as much for your children now. What will you do to help them form the Memory Habit early in life? Do not wait for them to do this for themselves; it should be done now. You are the child's guide—you are largely his will power. The responsibility is squarely up to you.

Nature's rewards are ample. You will both be fully repaid for every bit of effort.

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Nature's rewards are just. You or your children will never reap the reward of a good memory until both have paid the price of effort.

Your child WILL grow—he cannot stand still or wait for your convenience.

He will form the Habit of Remembering or the Habit of Forgetting—which shall it be?

You can multiply the profits of his life by helping him to master his Memory—otherwise it will master him.

Practice is the great need. Play the games and develop the brain.

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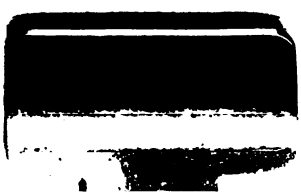

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